8!
The development of this workbook was carried out by the collaborative Bala Wande–Magic Classroom Collective team in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artists: Mary-Anne Hampton and Angie Bowring

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1. Yintoni iBala wande?

iBala Wande yinkqubo yemathematika yeFunda Wande.

IFunda Wande ngumbutho ongenanjongo zakwenza nuzzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhaya xa beneminyaka eli-10. iBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.


Thekgo ya lenaneo la Bala Wande le akaretša:

1.1 Isikhokelo sikatitshala

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela abafundi babe nokuqonda imathematika kwaye baqale ukubala ngokuzithemba besebenzisa izixhobo ezikwibhokisi yeBala Wande.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malunga nezibalo zentloko neenxalenye zokuphuhliswa kwesigama sezifundo eziquka:

• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• Linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelewe iveki

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo.
Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

Bala Wande is the mathematics programme of Funda Wande.

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande programme support includes:

1.1 Bala Wande Teacher Guide

The Bala Wande Teacher Guide provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- resources teachers will need for each day’s activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

Assessment is built into the Bala Wande programme on a continuous basis.
1.2 Izixhobo ezongezelelweyo zokufunda nokufundisa

Zonke iziko ezithatha inxaxheba ziza kufumana izikhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangciso zezifundo zeBala Wande. Ncwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yaphakathi lelandlele ngenkathalo ngenkathalo kunzima ukuzifumana kwakhona. Kuza kwenka sayi-1 ukuba kuyamkela kwakho le bhokisi kwaye izi kuba luxanduva lwakho ukuyijonga nazo zonke izikhobo ezikuyo ozenikweyo

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izikhobo zokufunda eziza kunikezelwa zizikhobo ezifana neebloko zeziseko zamashumi, iimilo eziqinileyo, iwotshi yamanani, oonotsheluza neebloko ezidityaniswayo.

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhulu kwaye kunzima ukuzifumana kwakhona. Kuza kwenka sayi-1 ukuba kuyamkela kwakho le bhokisi kwaye izi kuba luxanduva lwakho ukuyijonga nazo zonke izikhobo ezikuyo ozenikweyo.

1.3 Ividiyo zeBala Wande zootitshala abaziintshatsheli

Ividiyo zeBala Wande ziqulethe amagqabantshintshi emiboniso yemisebenzi eyenziwa eklasini. Ezi ividiyo zingasetyenziswa ngozithetha xa belungiselela izifundo zabo. Kuza kwenziwa nenzenze ividiyo ezizana zemisebenzi yezifundo ukuzu zibe nokufumana.

Ezi ividiyo zinika ulwazi nobuchule obufunyenwe nozothanda kubalwa nokufunda nokufunda.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inkqubo yeBala Wande ijobole ekufundisini abafundi ukubala ngokuzithembeka xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharithyhlum yaseMzantsi Afrika kwaye ihambelana naqo neCAPS. IBala Wande iyalenda iCAPS elungiselelanswe yITMU ngemvume efunyenwe kwiSebe leMfundu esiSiseko.

• Umxholo, ukwabiwa kwesha kunye novavanyo lwizifundo, konke oku kusekelwe kwiCAPS.
• Ukusuka kusuka lokwani ukowy-4 kwiveki nganye kukho imisebenzi yezifundo elungiselelwe imatsuku ezi-4. Ezi izifundo ezithatha imizuzu engama-90 (kuquka imisetyenzana yokuqala yemilha ngemilha yezibalo zentloko, ukufundisa okungundoqo usuku ngalunye kunye neminye imisebenzi yamaqela okanye yomntu ngamnye ezimele).
• Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuqakanisa negovanyavo lwizifundo. Sisifundo semizuzu engama-60.
• Izicwangciso zovavanyo zekota namaphetshana amangaku ziyafrumana. Yanke imisebenzi yovavanyo inkwe njengemizekelo ukuzu ixhase inkqubo yezifundo zokufunda nokufunda.
1.2 Additional LTSM materials

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The Bala Wande Learner Activity Book (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the concept development activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as base ten blocks, solid shapes, analogue clocks, flard cards and multifix cubes.

Please take good care of the LTSM. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.

1.3 The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?

The Bala Wande programme was developed specifically for the South African curriculum and is CAPS-compliant. The course follows the TMU reorganised CAPS with permission from the DBE.

- The content, time allocation and assessment for learning all are based on the CAPS.
- Day 1-4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a Mental Maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
- Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
- Assessment term plans and mark sheets are provided. All assessments are given as exemplars to support the teaching and learning programme.
Wamkelekile kwiBanga lesi-2!

KwiBanga lesi-2 sinawenela ukuba abafundi babe neziqhelo ezilungileyo xa besenza izibalo. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini ozimelelo, cela abafundi bajonge emaphepheni baze bakuxelele abakubonayo. Bacinga ukuba bafanele ukwenza ntoni?

Isiqhelo 1: Siyazikhangela. Ndibona ntoni? Kufuneka ndenze ntoni?
Isiqhelo 2: Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?
Isiqhelo 3: Sithetha sikhwaza ngezibalo (ngemaths).


Beka iliso kubafundi abatsala nzima ngengaqia yamanani alula. Ukuba kukho abafundi abangawaqondiyo amanani asisiseko aqala ku-0 ukuya kwi-10, banike imiseteyenzana eyongeziwiyo ukuze basebenzenge ngamanani akolu luhlu kwanye umane ubabuza ngamanani neebhondi zamanani ezikolu luhlu uqonde ukuba bayakwazi ukusebenza ngokuzithemba ngamanani aqala 0 ukuya kwi-10.

Eyona nto iyodwa nge-LAB yeBanga lesi-2 kukuba rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo iolwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngemaths ngolwimi lwesiNgesi nolwesiXhosa kwaye uhlahziye amabinzana namagama angundoqo afundiweyo evokubonayo.

Masithethe ngeMaths!

Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi</th>
<th>In English we say</th>
</tr>
</thead>
<tbody>
<tr>
<td>dibanisa</td>
<td>add</td>
</tr>
<tr>
<td>thabatha</td>
<td>take away</td>
</tr>
<tr>
<td>dibanisa ibe nye</td>
<td>add one</td>
</tr>
<tr>
<td>thabatha ibe nye</td>
<td>take away one</td>
</tr>
<tr>
<td>thelekisa</td>
<td>compare</td>
</tr>
<tr>
<td>inkomo inkulu kunekati</td>
<td>the cow is bigger than the cat</td>
</tr>
<tr>
<td>ikati incinci kunenkomo</td>
<td>the cat is smaller than the cow</td>
</tr>
<tr>
<td>isine sikhulu kunesithatu</td>
<td>four is bigger than three</td>
</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
Welcome to Grade 2!

In Grade 2 we would like learners to establish good habits while doing maths. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, ask children to look at the pages and tell you what they see. What do they think they are supposed to do?

**Habit 1:** We look by ourselves. What do I see? What must I do?

**Habit 2:** We draw pictures. What can I draw to help me solve the problem?

**Habit 3:** We talk out loud about maths.

Our biggest goal this year is to encourage children to start to talk out loud about maths. Every day, you should aim to involve as many learners as possible in the active concept development activity. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible to what they have asked.

Keep your eye out for children who are struggling with things such as basic number concept. If there are some who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

A special feature of the Grade 2 LAB is that on Day 5 every week there is a language component to the lesson. This gives you an opportunity to speak maths in English and IsiXhosa and revise key phrases and words learned over the week.

---

**Masithethe ngeMaths!**

Let’s talk Maths!

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<td>take away</td>
</tr>
<tr>
<td>dibanisa ibe nye</td>
<td>add one</td>
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<tr>
<td>isine sikhulu kunesithathu</td>
<td>four is bigger than three</td>
</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
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</table>
2. Yintoni esebhokisini?
Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

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<thead>
<tr>
<th>iNcwadi yemisebenzi yabaabandla</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.</td>
</tr>
<tr>
<td>• Imisebenzi yemihla ngemihla yabaabandla abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela.</td>
</tr>
<tr>
<td>• Imidlalo ehambelana nemisebenzi yezifundo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lipowuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ikhalendra ka-2021</td>
</tr>
<tr>
<td>• lipowuesta ezihambelana nezicwangciso zezifundo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zokuncedisa zikatitshala</th>
</tr>
</thead>
<tbody>
<tr>
<td>• iintlobo ngeentlobo zeziyokuncedisa iziphathhekayo oza kuzisebenzisa xa ufundisa.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ibhokisi yeziyizhobo zokufunda abafundi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ibhokisi enye kwelga ngalinye labafundi abaz-6</td>
</tr>
<tr>
<td>• Ibhokisi gomuhlo aindidi ezahlukenele zezixhobo zokufunda eziza kusetyenziswa ngabalandla kwimisebenzi yabo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zovavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isicwangciso sekota sozokuncedisa</td>
</tr>
<tr>
<td>• Imiseteyanza ethethwayo neyenziwayo (emi-2 ngekota)</td>
</tr>
<tr>
<td>• Imiseteyanza ethethwayo neyenziwayo (2).</td>
</tr>
<tr>
<td>• Iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.</td>
</tr>
</tbody>
</table>
2. **What’s in the box?**

Inside the box, you’ll find all the resources you need to follow the Bala Wande programme.

<table>
<thead>
<tr>
<th>Bala Wande Teacher Guide</th>
<th><img src="image" alt="Teacher Guide" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- overview of the concepts to be taught each week</td>
<td></td>
</tr>
<tr>
<td>- Mental Maths planned for every day (Days 1-4).</td>
<td></td>
</tr>
<tr>
<td>- enrichment activities (weekly - Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>- core concept teaching activities supported by posters and manipulatives from the box (Days 1-4).</td>
<td></td>
</tr>
<tr>
<td>- copies of the Learner Activity Book pages for the day (embedded in sequence in the teacher’s guide).</td>
<td></td>
</tr>
<tr>
<td>- assessment for learning (Day 5 Weeks 2-9).</td>
<td></td>
</tr>
<tr>
<td>- consolidation (Day 5 Weeks 1-10).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Videos</th>
<th><img src="image" alt="Video" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- clips showing master teachers teaching and discussing the lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande bilingual dictionary</th>
<th><img src="image" alt="Dictionary" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande Learner Activity Book</th>
<th><img src="image" alt="Activity Book" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- daily activities that align with the lesson activities.</td>
<td></td>
</tr>
<tr>
<td>- daily activities for learners to work on independently or in groups.</td>
<td></td>
</tr>
<tr>
<td>- games aligned with the lesson activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Posters</th>
<th><img src="image" alt="Posters" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- a 2021 calendar</td>
<td></td>
</tr>
<tr>
<td>- posters aligned to the lesson plans</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives for the teacher</th>
<th><img src="image" alt="Manipulatives" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- a variety of manipulatives for you to use in your teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box of manipulatives for learners</th>
<th><img src="image" alt="Manipulatives" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- one box for each group of 6 learners</td>
<td></td>
</tr>
<tr>
<td>- the box contains a variety of manipulatives for learners to use in the activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools for assessment</th>
<th><img src="image" alt="Assessment" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>- assessment term plan.</td>
<td></td>
</tr>
<tr>
<td>- oral and practical activities (2 per term)</td>
<td></td>
</tr>
<tr>
<td>- planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8).</td>
<td></td>
</tr>
<tr>
<td>- mark record sheet that can be used to enter marks on SA SAMS.</td>
<td></td>
</tr>
</tbody>
</table>
Uluhlu lwezinto ezifunekayo

Uluhlu lwezixhobo zokufunda zeBW eziza kusetyenziswa kwibhokisi yekota yoku-2.

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi yemisebenzi yomfundi kumntwana ngamnye.

4. lipowusta
   a. ikhalenda
   b. irejista
   c. umgcamanani (0–20)
   d. umgcamanani (ongaphawulwanga)
   e. 100 square
   f. amagama amanani 0–20 (IsiXhosa)
   g. amagama amanani 10–100 (IsiXhosa)
   h. amagama amanani 100–1000 (IsiXhosa)
   i. imali
   j. iintsuku zeveki
   k. iiinyanga zonyaka

5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. amakhadi eBala Wande 0-1000 (alingene ukubonisa)

6. libloko (100)

7. Imilo ezine-3D ezineenethi – ezilingene ukubonisa

8. libloko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo

9. Iwotshi encinci yomfundi eneeyure ezingama-24 (Umboniso katitshala)

10. libhokisi zabafundi ezi-6 ezinezi zinto:
    a. amadayisi amabini umfundi ngamnye
    b. iibloko ezingama-20 umfundi ngamnye
    c. iipakethe ezi-6 zamakhadi alingene abafundi:
      • amakhadi amanani eBala Wande 0-20 (alingene abafundi)
      • amakhadi eBala Wande 0-1000 (alingene abafundi)
    d. iibloko zesiseko seshumi (ama-100, ama-10, imi-1) (zezokwabelana).
    e. iteyiphu yokulinganisela e-1 (yokwabelana)
    f. iiwotshi zamanani zeeyure ezingama-24 ezintathu (zezokwabelana):
Checklist
List of all Bala Wande resources in the Term 2 box.

1. **Bala Wande Teacher Guide**
2. **Bala Wande bilingual dictionary**
3. **Bala Wande Learner Activity Books** for each learner
4. Posters
   a. calendar
   b. register
   c. number line (0–20)
   d. number line (unmarked)
   e. 100 square
   f. number names 0–20 (IsiXhosa)
   g. number names 10–100 (IsiXhosa)
   h. number names 100–1000 (IsiXhosa)
   i. money
   j. days of the week
   k. months of the year
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0-1000 (demo size)
   b. Bala Wande dot cards 0-10 (demo size)
   c. Bala Wande Flard cards 0-1000 (demo size)
6. Multifix blocks (100)
7. 3-D shapes with nets (demo size)
8. Base ten blocks – 100s, 10s, 1s (demo magnetic)
9. 24 hour small clock (teacher demo)
10. Six learner boxes that include:
   a. 2 dice per learner
   b. 20 multifix blocks per learner
   c. 6 learner size packs of cards:
       • Bala Wande number cards 0-20 (learner size)
       • Bala Wande Flard cards 0-1000 (learner size)
   d. base ten blocks (100s 10s 1s) to share.
   e. 1 tape measure (to share)
   f. three 24-hour clocks (to share)
3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?

Zonke izikhobho bethemathemathika baseMzantsi Afrika bayazikuba ilwimi xa befundisa ngeenjongo zakunceda abafundi babo babe nokugqonda isigama semathematikika. Oku kuthetha ukuba bayathshintshatshintsha phakathi kwelelwimi ezimbini okanye ezingaphenzulu xa beccacisa imathematika. Uhpando lubonisa ukuba ukwenza oku kuba luncedo kakhu ku kubafundi. Ukuxuba ilwimi kunceda ootitshala nabafundi bakwazi ukusebenza izakhono zabo zolwimi eku fundeni endaweni yokunyinwa lwlwimi olunje. Esi siqho lisiyenziswa nakumazwe ngamazwe kuye sibiza ngokubalaleyi yi-
‘translanguaging’ ukwu lela imida yeelwimi.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazikuba ilwimi xa befundisa ngeenjongo zakunceda abafundi babo babe nokugqonda isigama semathematikika. Oku kuthetha ukuba bayathshintshatshintsha phakathi kwelelwimi ezimbini okanye ezingaphenzulu xa beccacisa imathematika. Uhpando lubonisa ukuba ukwenza oku kuba luncedo kakhu ku kubafundi. Ukuxuba ilwimi kunceda ootitshala nabafundi bakwazi ukusebenza izakhono zabo zolwimi eku fundeni endaweni yokunyinwa lwlwimi olunje. Esi siqho lisiyenziswa nakumazwe ngamazwe kuye sibiza ngokubalaleyi yi-
‘translanguaging’ ukwu lela imida yeelwimi.

Isiqendu sesi-4 seCAPS ehlaziyiweyo (uvavanyo) sipheleleleka ukusetjenziswa ezininzi ukuze uthethe ngokwemathematika.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundi

Ukulungiselela iveke elandelayo:

Iphetha lokuvu la lamagqabantshintshi iveke liqutlethe oku:

Isishwankathelo esifutshane sezibalo zentloko, imidialo nemisebenzi yezifundo zevveke nezikhobo zokufunda ekufuneka uzilungisile.

Ululhu lweenjongo zevveke onokuzebenzisa ukuvu nesokusebenzisa ukubalalela zevveke yakho ise nekondweni elichenkileyo.

Inkcazelo yomsebenzi wuvavanyo enikwa ngosuku lwesi-5 lwivekei.

---

Isiqendu sesi-4 seCAPS ehlaziyiweyo (uvavanyo) sipheleleleka ukusebenza ezininzi ukuze uthethe ngokwemathematika.
3. What language do I use when I teach mathematics?

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

The revised CAPS Section 4 (assessment) endorses the use of more than one language to speak mathematically.

4. Using the lesson plans and Bala Wande Learner Activity Book

Prepare for the week:
The first page of the week overview gives you:

A quick overview of the mental maths, games and lesson activities for the week and the resources you need to have ready.

A list of aims for the week that you can use to check whether your class is on track.

A description of the assessment activity which is done on Day 5 of the week.
Izinto ezithile ezinokuvwalaselwa evekini. Isenokuba zimpazamo esizayi ezikhaphakileyo ezenziwa ngabafundi okanye imibama ebalulekileyo efuna ukugxinisinisa.

Kufuneka wenzi ntoni ukuze ukulungiselela ivuki
• Funda isikhokelo uze ulingiselele iweke ukuze ukuqinisiwe okanye ukuvela kooTitshala abaziintshatsheli, olumalunga nesigama esizayi esithile semathamatika okanye ukuqinisiwe ngabafundi ukuqinisiwe.
• Bukela iiividiyo – izikhokelo zikhokelo abaziintshatsheli, ukuqinisiwe ngabafundi ukuqinisiwe.
• Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku mlinchini abaziintshatsheli, ukuqinisiwe ngabafundi ukuqinisiwe.

Usuku ngalunye
Sebenzisa ifowutshathi ukuze ubone ukulandeleni kwemisebenzi yosuku
Ekugqalamo nosuku ngalunye ntoni izikhokolo ezikhathini izikhokelo izikhokelo abaziintshatsheli. Bhala amanqaku mlinchini abaziintshatsheli, ukuqinisiwe ngabafundi ukuqinisiwe. Ukuqinisiwe ngabafundi ukuqinisiwe ukuqinisiwe ngabafundi ukuqinisiwe, ukufuneka wenzi ntoni ukuze ukulungiselela ivuki.
The second page provides more details about the week’s activities.

<table>
<thead>
<tr>
<th>Conceptual development video</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This week we focus on identifying 10s and 1s in two-digit numbers using concrete apparatus and drawings. An understanding of place value is essential in the execution of mathematical calculations.</strong></td>
</tr>
<tr>
<td><strong>Students need to be able to count forwards and backwards from 100 to 1 or 1 to 100 and to read and write numbers up to 100, and understand the place value of numbers up to 100.</strong></td>
</tr>
<tr>
<td><strong>Practise oral and mental arithmetic involving 10s and 1s.</strong></td>
</tr>
<tr>
<td><strong>Using manipulatives to develop number sense.</strong></td>
</tr>
<tr>
<td><strong>Identify the value of 10s and 1s in the numbers up to 100.</strong></td>
</tr>
<tr>
<td><strong>Workbook exercises on place value.</strong></td>
</tr>
<tr>
<td><strong>Practice adding and subtracting 10s and 1s.</strong></td>
</tr>
<tr>
<td><strong>Workbook exercises on addition and subtraction.</strong></td>
</tr>
</tbody>
</table>

What teachers need to do for each week

- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.

Each day

**Use the flow diagram to see the sequence of activities for the day**

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day. If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day’s video clip.

<table>
<thead>
<tr>
<th>UMDLALO GAME</th>
<th>UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT</th>
<th>AMAPHEPHA LOKUSEBENZELA WORKSHEETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IZIBALO ZENTLOKO MENTAL MATHS</td>
<td>UKUSUKA KWYONA INKULU UKU KWYONA INCINC BIGGEST TO SMALLEST</td>
<td></td>
</tr>
</tbody>
</table>
Xoxa nabafundi ngomhla wanamhlane usebenzise ikhalenda


**Imisetyenzana yokutyebisa**

Bhala imisetyenzana esebhodini ekupheleni kwesifundo saba nabundi abagqiba imisebenzi yaseklasini ngokukhawuleza.

**Amaphepha nemisiko engasemva kwilAB**

Apha ngasemva kwilAB uya kufumana amakhosi anomxholo kunye nemisiko nito ezo eziza kusetyenziswa ngabafundi. Ezi zikhobo zikwafumaneka nakwisikhokelo sikatitshala ukuze kube lula ukukhangela.
Discuss the date with learners using the calendar
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities
There are enrichment activities provided for Days 1-4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.

LAB back pages and cut outs
At the back of the LAB there are some content and cut-out pages for learners to use. They are also included at the end of the teacher guide for easy reference.
Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)
Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iviidiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

Ngosuku loku-1, Isikhokelo sikaTitshala sinika ulandelelwano lwemifanekiso yemisetyenzana yeZibalo zentNtloko yolo suku. Ngosuku lwesi-2, olwesi-3 nolwesi-4 kukho isikhumbuzo sokwenza kwalo msebenzi ufanayo ekuqaleni kwesifundo.

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokozo ukuze nithethe ngeendibaniselwano ezahlukileyo zomanani.
Use dot cards to talk about different number combinations.
Ukhumbole ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

Dlalani umdlalo (imizuzu eli-15)
Imidlalo inceda abafundi baqhele basebenzise izakhono ngokuzenzekela kwaye bonwabe xa besenza loo nto. Sisebenzisa imidlalo yeveki ukufundisa nokubethelela ingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi.

Imidlalo ekwiLAB iboniswa ngemifanekiso yoopopayi/yeekhathuni. Abafundi bacaciselwe amanyathelo okudlala umdlalo baze baboniswa nendlela abanokuwalandela ngayo la manyathelo.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa
Game: Fast maths with cards – order

• Xuba amakhadi aqala ku-0 ukuya kuma-20!
  Mix cards from 0 to 20!
• Wabeke apakishane!
  Place in a pile!
• Veza amakhadi amathathu!
  Flip up three cards!
• Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
  Order from smallest to largest!
Do the Mental Maths activity (15 minutes)
Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

On Day 1, the Teacher Guide provides a photographic sequence of the Mental Maths activity for the day. On Days 2, 3 and 4 there is a reminder to do the same activity at the start of the lesson.

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokaza ukuze nithethe ngeendibanelwano ezahlukileyo zamanani.
Use dot cards to talk about different number combinations.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Play the game (15 minutes)
Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa
Game: Fast maths with cards – order

• Xuba amakhadi aqala ku-0 ukuya kuma-20!
  Mix cards from 0 to 20!

• Wabeke apakishane!
  Place in a pile!

• Veza amakhadi amathathu!
  Flip up three cards!

• Wacwangcise aqale kwelona linicinci ukuya kwelona likhulu!
  Order from smallest to largest!
**Yenza Uphuhliso IweNgqiqo**

lintsuku ezininzi ziza kuba nomsebenzi uphuhliso iwengqiqo apho uza kusebenza nabafundi ukuze nixoxe imiba ephambili yolo suku.

Kukho iividiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi efumaneka kumagaqabantshintshi eveki.

Ngosuku ngalunye, isiKhokelo sikaTitshala sinika ulandelelwano olufotiweyo lomsebenzi wophuhliso lwengqiqo wolo suku.

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**UPHUHLISO LWENGQIYO | CONCEPT DEVELOPMENT**

1. **Ncinga ngazinto ezi-5.** Zinto zini ezi zi-5 ncinga ngozoz? I'm thinking of 5 things. What 5 things I could be thinking of?

2. **Ama-appele ama-5.** 5 apples

3. **Abafundi abo-5.** 5 learners

4. **Zaba izinti zokubala ezi-5 undibonke isi-5.** Draw tally marks to show me 5.

5. **Imigca emileyo emi-4 kunye nomigca onqamlezo o-1 yenza isi-5.** 4 standing lines and 1 crossing line make 5.
Do the concept development activity

Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

The Teacher Guide provides a photographic sequence of the concept development activity for the day.
Incwadi yemisebenzi yomfundi iyinxa lenye yesikhokelo sikatitshala

Imisebenzi yile kanye izwa kubonwa ngabafundi ezincwadini zabo.
Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo
mdlalo mtsha kubafundi kufanele ukuba uboniswe kwiklasi iphela phambi
kokuba abafundi badlale ngababini okanye ngokwamaqela.

Uphawu oluuluhlaza
luxela ukuba
luhlubo luni na
lomsebenzi (iklasi
yonke, iphepha
lomsebenzi).

Yonke imiyalelo
nolwazi inikwa
ngesiXhosa
nangenguqulelo
efumaneka
ngesiNgesi.

Amaphepha
emisebenzi
anomzekelo
(oboniswa libala
elingwevu nepenisile
ebomvu).

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye:
• funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
• bukela iiviidiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa
khona nala pho ootitshala abafundise ezo zifundo banika ulwazi neenqebiso.
• wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amangakwazi ngizimvo onazo
malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
• kwiveki 2-8 kuza kufuneka ulungiselele umsebenzi wovavanjo weveki. Kubaluleke kakhuha ukuba
kwiveki eziza kunda novavanjo oluthethwayo nolwenziyayo ucwangcise indlela oza kubhala uqicine
ngayo inkqubela yomfundi ngamnye usebenzise irubrika okanye uluhlulwenzento ezifunekayo iveki
yonke.
The Bala Wande Learner Activity Book is embedded in the Teacher Guide

The green tag indicates that this is a worksheet.

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

All instructions and information are given in isiXhosa with an English translation below.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).

To prepare for each week, you need to:

- read the Bala Wande Teacher Guide and prepare for the week and for each lesson.
- watch the videos – these show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.
- after you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.
- in Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner’s progress using the rubric or checklist over the course of the week.
5. Ishedu yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

**Ishedhuli yemihla ngemihla liintsuku 1–4**

1. **Irejista, umhla neentsuku zokusalwa**
2. **Izibalo zentloko Imizuzu eli-15**
3. **Imidlalo Imizuzu eli-15**
4. **Uphuhliso IweNgqiao • Amaphepha emisebenzi Imizuzu engama-75**

**Ishedhuli yemihla ngemihla Usuku 5**

- **Iveki yesi-1, 9 neye-10**
  - **Irejista, umhla neentsuku zokusalwa**
  - **Masithethe ngeMaths!**
  - **Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.**

- **Iveki 2-8**
  - **Irejista, umhla neentsuku zokusalwa**
  - **Uvavanyo olubhalwayo (olusesikweni)**
  - **Masithethe ngeMaths!**
  - **Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.**

- **Iveki yesi-3 neye-6**
  - **Gqibezela uze ubhale phantsi amanqaku ovavanyo oluthethwayo nolemenziwayo Iweveki.**
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

- Register, date and birthdays
- Mental Maths
  - 15 minutes
- Game
  - 15 minutes
- Concept development • Worksheets
  - 75 minutes

Daily schedule Day 5

Weeks 1, 9 and 10

- Register, date and birthdays
- Let’s talk Maths!
- Consolidate the weeks’ work
  - Consolidation worksheet in LAB

Weeks 2–8

- Register, date and birthdays
- Written assessment (formal)
- Let’s talk Maths!
- Consolidate the weeks’ work
  - Consolidation worksheet in LAB

Weeks 3 and 6

- Finalise and record marks for oral and practical assessment for the week
### 6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th></th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Intlanganiso yakusasa Irejista ikhalenda, lintsku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, ikhalenda, lintsku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, ikhalenda, lintsku zokuzalwa, Imozulu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4 x 85 miz</th>
<th>1 x 55 miz</th>
<th>IMathematika Bala Wande</th>
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</thead>
<tbody>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Ukuphulaphula nokuthetha Ibal elifundwa ngokukhwaza</td>
<td>Ukuphulaphula nokuthetha Ingxoxo</td>
<td>Umsebenzi wolwazi Olusisiseko noLonwabo lwesiQu noLuntu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Imithambo eyenzelwa phandle</td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Ulwazi Olusisiseko noLonwabo lwesiQu noLuntu Itekisi yokufunda notitshala</td>
<td>Umsebsnzi wolwazi Olusisiseko noLonwabo lwesiQu noLuntu Phanda</td>
<td>Ukufunda notitshala Ukuazulula</td>
<td>Ukubhala uwedwa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Ulwazi Olusisiseko noLonwabo lwesiQu noLuntu Ibal elikatitshala, Phanda</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Ukwalkha igama notitshala</td>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi 2</td>
<td>Izandi nokubhala ngesandla Ukwalkha igama uwedwa/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Imiz e-li15) Ukuhlaziya okanye uhlolo Iwezandi</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Imithambo eyenzelwa phandle</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obenziwayo</td>
<td>Ezobugcisa obenziwayo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>FAL* FAL* FAL* FAL* FAL* (60 min)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
</tr>
</tbody>
</table>

*Azikho kwezi zicwangciso zezifundo*
### 6. Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather</td>
<td><strong>Morning meeting:</strong> My news</td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather</td>
<td><strong>Morning meeting:</strong> My news</td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather</td>
</tr>
<tr>
<td>4 × 85 min</td>
<td>Mathematics Bala Wande</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Listening and speaking: Read-aloud story</td>
<td>Listening and speaking: Discussion</td>
<td>Beginning knowledge and PSWB: Activity</td>
<td>Listening and speaking: Rhyme/song</td>
<td>Physical education (outdoors)</td>
</tr>
<tr>
<td>15 min</td>
<td>Beginning knowledge and PSWB: Shared reading text, discussion</td>
<td>Shared Reading: Comprehension</td>
<td>Shared Reading: Decoding</td>
<td>Shared Reading: Fluency and response</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Independent writing</td>
<td>Independent writing</td>
</tr>
<tr>
<td>30 min</td>
<td>Phonics and handwriting: New letter-sound 1</td>
<td>Phonics and handwriting: Shared word building</td>
<td>Phonics and handwriting: New letter-sound 2</td>
<td>Phonics and handwriting: Independent word building</td>
<td>Phonics revision or test (15 min)</td>
</tr>
<tr>
<td>30 min</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
</tr>
<tr>
<td>30 min</td>
<td>Physical education (outdoors)</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>30 min</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL* (60 min)</td>
</tr>
<tr>
<td>15 min</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
</tr>
</tbody>
</table>

*Not covered in these lesson plans*
<table>
<thead>
<tr>
<th>7. Isicwangciso sekota</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iveki 1</strong>&lt;br&gt;Mangaphi ama-10? Bangaphi oo-1</td>
<td>Ukuzazulula amanani abe ngama-10 noo-1</td>
<td>Ukuzazulula amanani abe ngama-10 noo-1</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 2</strong>&lt;br&gt;Ukuzoba ama-10</td>
<td>Ama-10 noo-1</td>
<td>Amanani ukuya kwi-100</td>
<td>Amanani ukuya kwi-100</td>
<td>Ama-10 noo-1</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 3</strong>&lt;br&gt;Ukedibanisa nokuthabatha kwi-100</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>Ukuthabatha oo-1kumanani amakhulu</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 4</strong>&lt;br&gt;Ukedibanisa nokuthabatha ngemigcamanani</td>
<td>Amaqela ezi-2</td>
<td>Ukuphinda kabini</td>
<td>Amaqela ama-10</td>
<td>Amaqela ezi-5</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 5</strong>&lt;br&gt;Ukedibanisa nokuthabatha ngemigcamanani</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>Masidibanise ngokukhwuleza kakhulu!</td>
<td>Masithabathe ngokukhwuleza kakhulu!</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 6</strong>&lt;br&gt;Ubude</td>
<td>Ubude</td>
<td>Ukulinganisela ubude</td>
<td>Ubude</td>
<td>limitha neesentimitha</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 7</strong>&lt;br&gt;Ukedibanisa nokuthabatha</td>
<td>Ukusebenzisa itheyibhile zamanani</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>Ukuthabatha njengomahluko</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 8</strong>&lt;br&gt;Amaqhezu</td>
<td>Iziqingatha</td>
<td>Ikota nezithathu/ isinxwe kwisithathu</td>
<td>Isinye kwiszihlanu nesinye kwisithandathu</td>
<td>Iqhezu lento epheleleyo</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 9</strong>&lt;br&gt;Ulwabiwo phakathi kwaba-2</td>
<td>Ulwabiwo olunentsalela</td>
<td>Ulwabiwo phakathi kwaba-3</td>
<td>Ulwabiwo phakathi kwaba-4</td>
<td></td>
<td>Uqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 10</strong>&lt;br&gt;Uhlaziyo</td>
<td>Ama-10 noo-1</td>
<td>Ukudibanisa nokuthabatha ukuya kwi-100</td>
<td>Ukuphinda kabini nokwahlula kubini</td>
<td>Amaqela ezi-5 nama-10</td>
<td>Uqukaniso</td>
</tr>
</tbody>
</table>

| Inani, Izibalo noLwalamano | Umlinganiselo |
### 7. Term plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How many 10s? How many 1s?</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>How many 10s? How many 1s?</td>
<td>How many 10s? How many 1s?</td>
<td>Consolidation</td>
</tr>
<tr>
<td>2</td>
<td>Drawing 10s</td>
<td>10s and 1s</td>
<td>Numbers to 100</td>
<td>Numbers to 100</td>
<td>Consolidation</td>
</tr>
<tr>
<td>3</td>
<td>Adding and subtracting to 100</td>
<td>Subtracting 10s</td>
<td>Adding 1s in bigger numbers</td>
<td>Subtracting 1s in bigger numbers</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>4</td>
<td>Multiplication is about equal groups</td>
<td>Groups of 2</td>
<td>Groups of 10</td>
<td>Groups of 5</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>5</td>
<td>Adding and subtracting with number lines</td>
<td>Adding and subtracting to 100</td>
<td>Adding and subtracting to 100</td>
<td>Let’s add more quickly!</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>6</td>
<td>Length</td>
<td>Measuring length</td>
<td>Measuring length</td>
<td>Metres and centimetres</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>7</td>
<td>Using number tables</td>
<td>Addition word problems</td>
<td>Subtraction word problems</td>
<td>Subtraction as difference</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>8</td>
<td>Fractions</td>
<td>Halves</td>
<td>Quarters and thirds</td>
<td>Fifths and sixths</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>9</td>
<td>Sharing division</td>
<td>Sharing between 2</td>
<td>Sharing with a remainder</td>
<td>Sharing among 3</td>
<td>Consolidation</td>
</tr>
<tr>
<td>10</td>
<td>Revision</td>
<td>10s and 1s</td>
<td>Adding and subtracting up to 100</td>
<td>Double and half</td>
<td>Groups of 5 and 10</td>
</tr>
</tbody>
</table>

Number, Operations and Relationships | Measurement
8. Isicwangciso sovavanyo sekota yoku-2


Kwiveki 2-8 kulungiselelwa uvaluva abafundi uza kusebenza imisebenzi eyenziwayo. Le misebenzi ifumaneka kwincwadi yeveki omfundi. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphemphi, oluthethwayo nolwenziwayo.

Iimvavanyo ezikwakala yoku-2 zezi:

<table>
<thead>
<tr>
<th>Iweki</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ama-10 noo-1</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani.</td>
</tr>
<tr>
<td>3</td>
<td>Qwalasela abafundi ukuze uvaluva izakhono zabo zokubhala phantsi ubude besebenza imilinganiselo engekho mgangathweni neemitha</td>
</tr>
<tr>
<td>4</td>
<td>Amanani, iimpawu nothabatha kune amanani</td>
</tr>
<tr>
<td>5</td>
<td>Amanani, iimpawu nothabatha kune amanani</td>
</tr>
<tr>
<td>6</td>
<td>Ubude (Umilinganiselo)</td>
</tr>
<tr>
<td>7</td>
<td>lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani</td>
</tr>
<tr>
<td>8</td>
<td>Amaghezu</td>
</tr>
</tbody>
</table>
8. Term 2 assessment plan

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities.

Day 5 of each week is planned for assessment and consolidation

The assessment plan for Term 2 is provided below.

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 3 and 6, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, written assessment activities are planned. These are provided in the Learner Activity Book. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Bala Wande Learner Activity Book.

The assessments in Term 2 are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Task Description</th>
<th>Type of Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10s and 1s</td>
<td>Written</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction problems and number sentences.</td>
<td>Written</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Observe learners to assess their ability to represent numbers, add and subtract</td>
<td>Oral and practical</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Length (Measurement)</td>
<td>Written</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Fractions</td>
<td>Written</td>
<td>10</td>
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### 9. Iphetshana lamanqaku ovavanyo Iwekota yezi-2

<table>
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<tr>
<th>Iweki</th>
<th>2</th>
<th>3</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBANGA 2 Ikota 2</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
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<td>Inani</td>
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<td>Inani</td>
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<tr>
<td>IMathematika</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
</tr>
<tr>
<td>Iphetshana lamanqaku ovavanyo olusesikweni elicetyiswayo</td>
<td>ANANQUAKU</td>
<td>AMANANI</td>
<td>EKOTA</td>
<td>AMANQAKU</td>
<td>OMLINGANISELO</td>
<td>Umlinganiselo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>nolwenziwayo</td>
</tr>
</tbody>
</table>

| Amanqaku | 8 | 20 | 6 | 10 | 11 | 10 | 75 | 8 | 7 | 15 | 90 |

### Igama nefani yomfundhi

| | | | | | | | | | | | | |
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## 9. Term 2 assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>3</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 1 Term 2</strong>&lt;br&gt;<strong>Mathematics</strong>&lt;br&gt;Suggested formal assessment mark record sheet</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Oral and practical</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Measurement: Written</td>
<td>Measurement: Oral and practical</td>
</tr>
<tr>
<td>Marks</td>
<td>8</td>
<td>20</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>75</td>
<td>8</td>
</tr>
</tbody>
</table>

**Learner name and surname**

---

| Number, Operations and Relationships | Measurement |
Izibalo zentloko: Thelekisa amanani ukuya kuma-50
isikwere se-100

Umdlalo: Mangaphi ama-10? Bangaphi oo-1
iibloko

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukucazulula amanani abe</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td></td>
<td>ngama-10 noo-1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ukucazulula amanani abe</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td></td>
<td>ngama-10 noo-1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mangaphi ama-10? Bangaphi</td>
<td>LAB</td>
</tr>
<tr>
<td></td>
<td>oo-1?</td>
<td>iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Mangaphi ama-10? Bangaphi</td>
<td>LAB</td>
</tr>
<tr>
<td></td>
<td>oo-1?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- sebenzisa iibloko ukuze ucazulule amanani abe ngama-10 noo-1.
- sebenzisa amachokoza nemizobo elula ukuze ubonise amanani ngokwama-10 noo-1.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.
Kufuneka ubaaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxaleny e yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
How many 10s? How many 1s?

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong></td>
</tr>
<tr>
<td>Compare numbers to 50</td>
</tr>
<tr>
<td><strong>Game:</strong></td>
</tr>
<tr>
<td><em>How many 10s? How many 1s?</em></td>
</tr>
<tr>
<td><strong>multifix blocks</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>3</td>
<td>How many 10s? How many 1s?</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>4</td>
<td>How many 10s? How many 1s?</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- use *multifix blocks* to break down numbers into 10s and 1s.
- use dots and simplified drawings to represent numbers as 10s and 1s.

**Assessment**

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
**Mangaphi ama-10? Bangaphi oo-1**

**Ividiyo yezibalo zentloko**

Kwizibalo zentloko kule veki siza kugxila kwinqiqo zokungaphezulu kuna- okanye ngaphantsi kuna-. Utitsala uza kwalatha amanani kwisikwere se-100 aze anike abafundi ithuba lokuchaza ukuba inani lingaphezulu okanye lingaphantsi ngo-1, 2, 3 okanye ngo-4. Ukusetjenisiswa kxesikwere se-100 kwenza abafundi bakwazi ukuziqhelisa ukuchaza amanani 1 – 50. Bakuthathwa abafundi banike iimpendulo ngokukhawuleza ukuze baphuhlise izakhono zabo zokukhumbula ibhondi zamanani ngempumelelo.

**Ividiyo yomdlalo**


**Ividiyo yophuhliso lwengqiqo**

Kule veki sigxila ekuchazeni ama-10 nemivo kumanani anemivo emibini sisebenzisa izikhobho eziphathekayo nemizobo. Ulwazi lwexabiso lendawo lubalulekele ekusombululeni liingxaki zemathematika. Abafundi kufuneka baba nokuqonda okukoko kwexabiso lendawo ngoko ke kufuneka baziqhelise ukucazulula nokvakha amanani anemivo emibini. Kumsebenzi wethu wama-10 nemivo, siza kujolisa koku:
- sebenzisa ibilo ukuze ucazulule amanani abe ngama-10 noo-1.
- Sebenzisa amachokoza nemizobo elula ukubonisa amanani njengama-10 noo-1.

**Into emayiqatshelwe kule veki**

How many 10s? How many 1s?

**Mental Maths video**
This week we focus on the concepts of more than and less than in mental maths. The teacher will point to numbers on the 100 square and learners must identify 1, 2, 3 or 4 more or less. The use of the 100 square also allows learners to practice identifying numbers 1 – 50. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

**Game video**
This week we will play the game *How many 10s? How many 1s?* using our blocks. The teacher calls out a number and the learners must build it with their blocks. One learner builds the tens and the other learner makes the ones. Let them take turns to do both. When they have built the number let them talk about what they have shown – how many 10s? how many 1s? what is the number?

**Conceptual development video**
This week we focus on identifying 10s and 1s in two-digit numbers using concrete apparatus and drawings. An understanding of place value is essential in the solution of mathematical calculations. Learners need to establish a sound understanding of place value and so need much practice in the breaking down and building up of two-digit numbers. In our work on 10s and 1s, we will focus on:
• using *multifix blocks* to break down numbers into 10s and 1s.
• using dots and simplified drawings to represent numbers as 10s and 1s.

**What to look out for this week**
• Focus on the progression from using blocks to doing 2-D drawings. Learners need to be able to make the shift from *multifix blocks* to the more abstract representation of drawing 10s and 1s.
• Encourage learners to verbalise what they are doing by referring to ‘towers of ten’ or ‘groups of ten’. Help them work with a system of tens by being able to identify how many tens and how many ones in a number, rather than counting all.
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba aliqela okusebenza ngesigama esithi lingaphezu okanye lingaphantsi kune nani elinikiweyo.

Allow multiple opportunities for working with more and less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
## Enrichment activities • Imisetyenzana yokutyebisa

### WEEK 1 • DAY 1

### Breaking down numbers into 10s and 1s

#### Usuku 1 Day 1

**Kufuneka ezingaphi ukuze sifike kuma-20?**
How many more to get to 20?

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>19 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>5 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>13 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>10 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>4 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>15 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>8 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>17 + ___ = 20</td>
<td></td>
</tr>
<tr>
<td>2 + ___ = 20</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Dibanisa.**
Add.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 + 2 = ___</td>
<td></td>
</tr>
<tr>
<td>6 + 5 = ___</td>
<td></td>
</tr>
<tr>
<td>13 + 4 = ___</td>
<td></td>
</tr>
<tr>
<td>41 + 7 = ___</td>
<td></td>
</tr>
<tr>
<td>5 + 8 = ___</td>
<td></td>
</tr>
<tr>
<td>34 + 5 = ___</td>
<td></td>
</tr>
<tr>
<td>62 + 6 = ___</td>
<td></td>
</tr>
<tr>
<td>85 + 3 = ___</td>
<td></td>
</tr>
<tr>
<td>56 + 1 = ___</td>
<td></td>
</tr>
<tr>
<td>7 + 8 = ___</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Thabatha.**
Subtract.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 – 6 = ___</td>
<td></td>
</tr>
<tr>
<td>38 – 6 = ___</td>
<td></td>
</tr>
<tr>
<td>45 – 4 = ___</td>
<td></td>
</tr>
<tr>
<td>11 – 7 = ___</td>
<td></td>
</tr>
<tr>
<td>26 – 5 = ___</td>
<td></td>
</tr>
<tr>
<td>67 – 3 = ___</td>
<td></td>
</tr>
<tr>
<td>89 – 4 = ___</td>
<td></td>
</tr>
<tr>
<td>54 – 2 = ___</td>
<td></td>
</tr>
<tr>
<td>18 – 9 = ___</td>
<td></td>
</tr>
<tr>
<td>77 – 2 = ___</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Gqibezela ipatheni.**
Complete the pattern.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 32 33</td>
<td>__ __ __</td>
</tr>
<tr>
<td>55 54 53</td>
<td>__ __ __</td>
</tr>
<tr>
<td>65 70 75</td>
<td>__ __ __</td>
</tr>
<tr>
<td>76 66 56</td>
<td>__ __ __</td>
</tr>
<tr>
<td>43 53 63</td>
<td>__ __ __</td>
</tr>
<tr>
<td>22 32 42</td>
<td>__ __ __</td>
</tr>
<tr>
<td>74 75 76</td>
<td>__ __ __</td>
</tr>
<tr>
<td>99 98 97</td>
<td>__ __ __</td>
</tr>
<tr>
<td>37 47 57</td>
<td>__ __ __</td>
</tr>
<tr>
<td>40 45 50</td>
<td>__ __ __</td>
</tr>
</tbody>
</table>
Ukucazulula amanani abe ngama-10 noo-1


Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s they have. Ensure that learners represent the 10s by building towers of tens with their multifix blocks. Talking about building 10s will help learners deepen their understanding.
WEEK 1 • DAY 1

Breaking down numbers into 10s and 1s

Umdlalo: Mangaphi ama-10? Bangaphi oo-1?
Game: How many 10s? How many 1s?

• Sebenzani ngababini ngeebloko zenu.
  Work in pairs with your blocks.
• Yakha inani ngeebloko zakho.
  Build the number using your blocks.
• Mangaphi amashumi?
  Mingaphi imivo?
  How many tens? How many ones?
• Ngubani inani?
  What number?

1 Rhanga amaqela e-10.
  Ngubani elo nani?
  Circle groups of 10. What is the number?

Mangaphi ama-10? __
  How many 10s? ___
Bangaphi oo-1? __
  How many 1s? ___

Mangaphi ama-10? ___
  How many 10s? ___
Bangaphi oo-1? ___
  How many 1s? ___

Mangaphi ama-10? ___
  How many 10s? ___
Bangaphi oo-1? ___
  How many 1s? ___

Xa ubona inani jenga amashumi!
  When you see a number, look for the tens!
**Rhagqqa amashumi. Ngubani inani?**
*Circle the tens. What is the number?*

| Mangaphi ama-10? | 2
|----------------|---
| How many 10s?   | 2
| Bangaphi oo-1?  | 8
| How many 1?     | 8
| 20 + 8 = 28     |   |

| Mangaphi ama-10? | ___
|----------------|---
| How many 10s?   | ___
| Bangaphi oo-1?  | ___
| How many 1?     | ___
| ___ + ___ = ___  |   |

**Cazuulula inani libe ngama-10 noo-1.**
*Break down the number into 10s and 1s.*

<table>
<thead>
<tr>
<th>16 = 10 + 6</th>
<th>17 = ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 = ____________</td>
<td>12 = ____________</td>
</tr>
</tbody>
</table>

**Bala!**
*Calculate!*

<table>
<thead>
<tr>
<th>10 + ___ = 11</th>
<th>10 + ___ = 14</th>
<th>10 + ___ = 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + ___ = 12</td>
<td>10 + ___ = 15</td>
<td>10 + ___ = 18</td>
</tr>
</tbody>
</table>

**Breaking down numbers into 10s and 1s**

---

**Ndiyakwazi ukwakha amanani ngemthuthu.**
*Ndiyakwazi ukuzoba amanani ngamakhoze. Ndenza amagxeka ama-10 ngalo lonke ikhensa.*

*I can build numbers with cubes. I can draw numbers with dots. I always make groups of 10.*

---

**Cazuulula inani libe ngama-10 noo-1. Bhula isivakalisa manani.**
*Break down the number into 10s and 1s. Write a number sentence.*
Breaking down numbers into 10s and 1s

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Nika abafundi amathuba aliqela ukuze babonise amanani ngokwma-10 noo-1 besebenzisa iibloko zabo.

Repeat the steps above using different numbers. Provide multiple opportunities for learners to represent numbers as 10s and 1s using their *multifix blocks*. 

Sebenzisa iibloko zakho undibonise inani elineshumi eli-1 nemivo emi-3. Use your blocks to show me the number that has 1 ten and 3 ones.

Leliphi inani olakhileyo? What number did you build?

Sebenzisa iibloko zakho undibonise inani elinamashumi ama-6 nemivo esi-7. Use your blocks to show me the number that has 6 tens and 7 ones.

Phakamisa isandla sakho ukuze ndibone xa uqibile. Raise your hand to show me when you’re done.

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Nika abafundi amathuba aliqela ukuze babonise amanani ngokwma-10 noo-1 besebenzisa iibloko zabo.

Repeat the steps above using different numbers. Provide multiple opportunities for learners to represent numbers as 10s and 1s using their *multifix blocks*. 

Sebenzisa iibloko zakho undibonise inani elineshumi eli-1 nemivo emi-3. Use your blocks to show me the number that has 1 ten and 3 ones.

Leliphi inani olakhileyo? What number did you build?

Sebenzisa iibloko zakho undibonise inani elinamashumi ama-6 nemivo esi-7. Use your blocks to show me the number that has 6 tens and 7 ones.

Phakamisa isandla sakho ukuze ndibone xa uqibile. Raise your hand to show me when you’re done.

Sebenzisa iibloko zakho undibonise inani elineshumi eli-1 nemivo emi-3. Use your blocks to show me the number that has 1 ten and 3 ones.

Leliphi inani olakhileyo? What number did you build?

Sebenzisa iibloko zakho undibonise inani elinamashumi ama-6 nemivo esi-7. Use your blocks to show me the number that has 6 tens and 7 ones.

Phakamisa isandla sakho ukuze ndibone xa uqibile. Raise your hand to show me when you’re done.
Ukucazulula amanani abe nama-10 noo-1

“Mangaphi ama-10? Bangaphi oonanye okanye imivo?”
When I meet a number, I ask “How many ten’s?”
How many one’s?”

I can build numbers using cubes.

Xa ndizoba, ndirhangqa ishumi ngalinge!
When I draw, I circle each ten!

Rhanga amaqela amashumi. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 2
How many 10s? 2

Bangaphi oo-1? 7
How many 1s? 7

ngamashumi amabini anesixhenxe
two tens seven ones
WEEK 1 • DAY 2

Breaking down numbers into 10s and 1s

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama__________ anesi__________

__________ tens ____________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama__________ anesi__________

__________ tens ____________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama__________ anesi__________

__________ tens ____________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama__________ anesi__________

__________ tens ____________ ones
Mangaphi ama-10? Bangaphi oo-1?

Ungakwazi ukundibonisa inani elingama-34 usebenzisa ibbloko zakho?
Can you show me the number 34 using your blocks?

Masizobe inani ama-34.
Let’s draw the number 34.

Mangaphi ama-10 noo-1 kuma-34?
How many 10s and 1s are in 34?

Flinda iibloko ezingama-34.
I counted out 34 blocks.

Kukho amashumi ama-3 nemivo emi-4.
There are 3 tens and 4 ones.

Ndingazoba amachokoza angama-34!
I can draw 34 dots!

Ungandibonisa njani ama-10 noo-1 ngeebloko zakho nongamachokoza?
How can you show me the 10s and 1s with your multifix blocks and your dots?

Ndenze incochoyi zamashumi ezi-3 noonye aba-4.
I made 3 towers of 10 and I have 4 ones.

Ndingarhangqa amaqela amashumi ama-3 kuze kushiyeka amachokoza ama-4.
I can circle 3 groups of ten and 4 dots are left over.

**Phinda la manyathelo angasentla usebenzise amanani ahlukenyelo. Qinisekisa ukuba abafundi barhangqa amashumi ngokuchenekileyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1.**

Repeat the steps above using different numbers. Make sure they are correctly circling 10s. Encourage learners to talk about the number of 10s and 1s.
How many 10s? How many 1s?

WEEK 1 • DAY 3

Mangaphi ama-10? Bangaphi oo-1?
How many 10s? How many 1s?

1. Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 2
How many 10s? 2

Bangaphi oo-1? 0
How many 1s? 0

ngamashumi amabini anemivo engikhoyo
two tens zero ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama_________ anesi_________
_________ tens ___________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama_________ anesi_________
_________ tens ___________ ones
2 Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama___________ anemivo e_____________

_________ tens __________ ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama___________ anemivo e_____________

_________ tens __________ ones

3 Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

How many 10s? How many 1s?

Unazo ityhubhu?
Yakha amanani usebenzise ityhubu.
Do you have cubes?
Build the numbers using cubes!
IZIBALO ZENTLOKO
MENTAL MATHS

ZI-4 NGAPHEZULU/
ZI-4 NGAPHANTS1
4 MORE/4 LESS

UMDLALO GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Leliphi inani endilibhale ebhodini?
What number have I written on the board?

Ungakwazi ukundizobela inani elingama-27?
Can you draw the number 27 for me?

Ndingazoba amachokoza angama-27.
I can draw 27 dots.

Mangaphi ama-10 noo-1 abakhoyo kuma-27?
How many 10s and 1s are there in 27?

Kukho amashumi ama-2 nemivo esi-7.
There are 2 tens and 7 ones.

Kuthatha ithuba elide ukuwazoba onke amachokoza.
It takes so long to draw all those dots!

Ukuze kukhawuleze kwaye kube lula,
singazoba ama-10 noo-1 ngolu hlobo.
To make it quicker and easier we can draw the 10s and the 1s like this.

Phinda la manyathelo angasentla usebenzise amanani ahlukenegro. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bazoba amashumi ngendlela ekuboniswe ngayo endaweni yokwenza amachokoza alishumi.

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners draw the tens as shown, rather than by drawing ten dots.
Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 3
How many 10s? 3
Bangaphi oo-1? 2
How many 1s? 2

ngamashumi amathathu anesibini
three tens two ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama_____ anesi_____
_____ tens _____ ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama_____ anemivo e_____
_____ tens _____ ones
2. Rhangqa amaqela ama-10. Ngubani inani?
   Circle groups of 10. What is the number?

   Mangaphi ama-10? ___
   How many 10s? ___
   Bangaphi oo-1? ___
   How many 1s? ___

   ngamashumi ama__________ anesi__________
   _______________ tens _______________ ones

   Mangaphi ama-10? ___
   How many 10s? ___
   Bangaphi oo-1? ___
   How many 1s? ___

   ngamashumi ama__________ anesi__________
   _______________ tens _______________ ones

3. Rhangqa amaqela ama-10. Ngubani inani?
   Circle groups of 10. What is the number?

   Unazo iityhubhu?
   Yakha amanani uwebenzise iityhubu.
   Do you have cubes?
   Build the numbers using cubes!
Rhangqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

1. Mangaphi ama-10? ____
   How many 10s? ____
   Bangaphi oo-1? ____
   How many Is? ____
   ngamashumi ama__________ anesi______________
   ____________ tens ______________ ones

2. Mangaphi ama-10? ____
   How many 10s? ____
   Bangaphi oo-1? ____
   How many Is? ____
   ngamashumi ama__________ anesi______________
   ____________ tens ______________ ones

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi: In English we say:

Mangaphi ama-10? How many 10s?
Bangaphi oo-1? How many Is?
Rhangqa amaqela e-10. Circle groups of 10.
Ngubani inani? What is the number?
Cazulula ibe ngama-10 noo-1. Break down into 10s and Is.
### Consolidation

#### WEEK 1 • DAY 5

**Gqibezele.**

Complete.

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
</tbody>
</table>

#### Sombulula.

Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>82 + 6 = ____</td>
<td>85 + 5 = ____</td>
<td>83 + 6 = ____</td>
</tr>
<tr>
<td>89 - 4 = ____</td>
<td>90 - 6 = ____</td>
<td>87 - 5 = ____</td>
</tr>
</tbody>
</table>

#### Bangaphi abantwana?

How many children?

#### Mangaphi amehlo?

How many eyes?

#### Abantwana ba-4, mangaphi amehlo?

4 children, how many eyes?

#### Abantwana ba-5, mangaphi amadolo?

5 children, how many knees?

#### Abantwana ba-6, zingaphi iindlebe?

6 children, how many ears?

#### Abantwana bali-10, zingaphi iinyawo?

10 children, how many feet?

#### Bala. Sebenzisa iminwe yakho ukuze uqinisekise!

Calculate. Use your fingers to keep track!

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 3 = ____</td>
<td>2 × 5 = ____</td>
<td>2 × 6 = ____</td>
<td>2 × 2 = ____</td>
</tr>
</tbody>
</table>

#### Bala.

Calculate.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Isiqingathu okanye ihafu:</td>
<td>6</td>
</tr>
<tr>
<td>Haf:</td>
<td></td>
</tr>
<tr>
<td>Phinda kabini:</td>
<td>6</td>
</tr>
<tr>
<td>Double:</td>
<td></td>
</tr>
</tbody>
</table>

**Consolidation** Week 1 • Day 5
# Ukuzoba ama-10

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: Ukucwangcisa amanani ukuya kuma-50</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Umdlalo: Qhwaba unqakraze amanani!</td>
<td>azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 noo-1</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Amanani ukuya kwi-100</td>
<td>LAB, isikwere se-100</td>
</tr>
<tr>
<td>3</td>
<td>Amanani ukuya kwi-100</td>
<td>LAB, oonotsheluza</td>
</tr>
<tr>
<td>4</td>
<td>Ama-10 noo-1</td>
<td>LAB, oonotsheluza</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikufuneka akwazi ukwenza oku:**

- Sebenzisa imifanekiso yamanani neetheyibhile zamanani ukuze ubonise ngokwama-10 noo-1.
- Sebenzisa izivakalisi manani ukuze ubonise amanani ngokwama-10 noo-1.
- Bonisa amanani usebenzise amakhadi exabiso lendawo.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Ama-10 noo-1

Bhala phantsi amanqaku afunyenweyo kwasi-8 kwiphetshana lamanqaku ekota.
**Drawing 10s**

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10s and 1s</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td><strong>Numbers to 100</strong></td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>3</td>
<td>Numbers to 100</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>4</td>
<td>10s and 1s</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- use number pictures and number tables to represent numbers as 10s and 1s.
- use number sentences to show numbers as 10s and 1s.
- represent numbers using place value cards.

**Assessment**

**Written assessment:** 10s and 1s

Record a mark out of 8 in the term mark sheet.
Ividiyo yezibalo zentloko

Kule veki siza kugxila ekulandelanseni amanani aqale kwelona linncinc ukuya kwelona likhulu nokugala kwelona likhulu ukuya kwelona linncinc. Abafundi kufuneka bakwazi ukuchtsha amanani amakhulu namancinci, nokuwacwangcisa.

Ividiyo yomdlalo

Kumdlalo wale veki uza kukhwaza amanani eklasini baze abafundi bamamele ngonopophelo ukuze baghwabe ngeshumi ngalinye baze bangakraze ngonmwe ngamnye welelo nani ulikhwazileyo. Oku kuza kunceda abafundi bakwazi ukuchaza ama-10 noo-1 emanannini kwakunye nokugqonda ukuba amanani enziwe ngama-10 noo-1.

Ividiyo yophuhliso lwengqiqo

Kule veki siza kuqhuba nokuchaza ama-10 noo-1 kumanani anemivo emi-2 ukusuka kwimifanekiso yamanani neethyibhile zamanannini ukuwa kwimizobo ye-2D rako onotsheluza. Kufuneka kuchithwe ixesha ekubetheleleni ulwazi lwabafundi lwexabiso lendawo ukuze ubancede ekusombululeni izibalo zematematika ngempumelo. Kufuneka abafundi babo nokugqonda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise khangakho ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu wama-10 noo-1 siza kugxila koku:

- ukusebenzisa imifanekiso yamanani neethyibhile zamanani ukuze babonise amanani njengama-10 noo-1.
- ukusebenzisa izivakalisi manani ukuze babonise amanani njengama-100 noo-1.
- ukubonisa amanani usebenzisa amakhadi exabiso lendawo (iiladikhadi/oonotsheluza)

Into emayiqatshelwe kule veki

- Ukugxila ekudluleleni kuboniso lwama-10 noo-1 olungaphathekiyo. Ukusetyenziswa kwamakhadi exabiso lendawo ginxalenye ebahleulekileyo yophuhliso lwengqiqo lwexabiso lendawo olubalulekileyo.
- Bakhuthaze abafundi ukuba bathethe ngezivakalisi manani ukuzebaqinise ulwazi lwabo lwenqubo yama-10 noo-1.
This week we focus on sequencing numbers from smallest to biggest, and from biggest to smallest. Learners need to be able to identify the bigger and smaller number, and to arrange numbers in order.

Game video
In this week’s game you call out numbers to the class. The learners must listen carefully and then clap for each ten and click for each one in the number that you call. This will help them identify the 10s and the 1s in numbers and to see numbers as made of 10s and 1s.

Conceptual development video
This week we continue to focus on identifying 10s and 1s in two-digit numbers with the progression from number pictures and number tables to 2-D drawings to flard cards. Time needs to be spent on consolidating learners’ understanding of place value in order to assist them in solving mathematical calculations efficiently. Learners need to establish a sound understanding of place value and so need much practice in the breaking down and building up of two-digit numbers. In our work on 10s and 1s, we will focus on:
- using number pictures and number tables to represent numbers as 10s and 1s.
- using number sentences to show numbers as 10s and 1s.
- representinf numbers using place value cards (flard cards).

What to look out for this week
- Focus on the progression to a more abstract representation of 10s and 1s. The use of place value cards is an important part of the necessary conceptual development of place value.
- Encourage learners to verbalise their number sentences so that they can reinforce their understanding of the system of 10s and 1s.
Nika abafundi amathuba aliqela okucwangcisa amanani – ukusuka kwelona lincinci ukuya kwelona likhulu okanye ukusuka kwelona likhulu ukuya kwelona lincinci.

Allow multiple opportunities for ordering numbers- smallest to biggest or biggest to smallest.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

Ndinamanani ama-3: 17, 5 nama-41. Leliphi elona lincinci?
I have 3 numbers: 17, 5 and 41. Which number is the smallest?

Leliphi elon anani likhulu?
Which number is the biggest?

Isi-5 lelona Inani lincinci kulandele i-17 aze ama-41 abe lelona nani likhulu.
5 is the smallest, then 17, and 41 is the biggest.

Ngubani onokuza kubhala amanani ebhodini aqale kwelona lincinci aye kwelona likhulu?
Who can write the numbers on the board from smallest to biggest?

Masijonge ke ngoku la manani: 25, 50 ne-19.
Now let’s look at the numbers 25, 50 and 19.
**WEEK 2 • DAY 1**

10s and 1s

---

Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td></td>
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<tr>
<td>How many 10s? How many 1s?</td>
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<td>43</td>
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<td>19</td>
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<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
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<tbody>
<tr>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td></td>
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<tr>
<td>How many 10s? How many 1s?</td>
<td></td>
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<td>93</td>
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<tr>
<td>25</td>
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<table>
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<tr>
<th>Usuku 2 Day 2</th>
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</thead>
<tbody>
<tr>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
</tr>
<tr>
<td>How many 10s? How many 1s?</td>
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<tr>
<td>66</td>
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<td>23</td>
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<td>82</td>
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<table>
<thead>
<tr>
<th>Usuku 4 Day 4</th>
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</thead>
<tbody>
<tr>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
</tr>
<tr>
<td>How many 10s? How many 1s?</td>
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<tr>
<td>16</td>
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<tr>
<td>85</td>
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<td>39</td>
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<td>27</td>
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<td>94</td>
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<td>44</td>
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<td>12</td>
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<tr>
<td>68</td>
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<td>55</td>
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</tbody>
</table>
Ama-10 noo-1

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Mangaphi ama-10 noo-1 kuma-35?
How many 10s and 1s are there in 35?

**Leliphi inani endilibhale ebhodini?**
What number have I written on the board?

Bhala inani lama-10 noo-1 kule theyibhile.
Write the number of 10s and 1s in the table.

Amashumi ama-3 nemivo emi-5.
3 tens and 5 ones

Kukho amashumi ama-3 noononye aba-5.
There are 3 tens and 5 ones.

Singalicazulula njani inani ama-35 libe ngama-10 noo-1 usebenzisa isivakalisi manani?
How can we break down the number 35 into 10s and 1s using a number sentence?

35 = 10 + 10 + 10 + 5
35 = 30 + 5

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathe the ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bagqibezela itheyihile baze babhale isivakalisi manani neenjong o zokuqhelisa ukucazulula amanani abe ngama-10 noo-1.

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners complete the table and write the number sentence in order to practice breaking down numbers into 10s and 1s.
WEEK 2 • DAY 1

10s and 1s

Umdlalo: Amanani oQhwabayo naNkqakraziyayo!
Game: CLAP click numbers!

- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- QHWABA kwishumi ngalinye, nkqakraza ngononye ngamnye.
  CLAP for each ten, click for each one.
- 32: QHWABA QHWABA QHWABA nkqakra nkqakra!
  32: CLAP CLAP CLAP click click!
- Amashumi amathathu noonoonye aba-2.
  Three tens and 2 ones.
- QHWABA nkqakraza amanani abizwa ngutitshala.
  CLAP click the numbers your teacher calls!

Xa udibana nenani, ndiyabuza
"Mangaphi amashumi?
Bangaphi oo-OO?"
When I meet a number,
I ask "How many tens?
How many ones?"

ngamashumi
amathathu anesine
thirty four

Xa ndizoba amanani ndlenza
ngolu kloba H0. H0
Ngoko ke ndizoba ama-34:
When I draw numbers,
I draw a 10 like this:
So, I draw 34 like this:

10 10 10

ngamashumi
amathathu anesine
thirty four

Ukusukela ngoku
ukuya phambili, musa
ukubazaba bonke
onoonye. Sebenzisa
ukuboshisa H0.
From now on, do not
draw all the ones.
Use a 10 to show 10.
Ngubani inani?

What is the number?

10 10 10 10 10

10: 1:
2 7
27

10 10 10 10 10

10: 1:

10 10 10 10 10

10: 1:

10 10 10 10 10

10: 1:

10 10 10 10 10

10: 1:

10 10 10 10 10

10: 1:

10 10 10 10 10

10: 1:

Repeat the steps above using different numbers. Encourage learners to identify numbers with different 10s and 1s quickly. Give them opportunities to write many number sentences to develop their conceptual and procedural understanding.

Draw 10 to show 10. Draw • to show 1.

27 = 10 + 10 + 7

43 =

84 =
2. Ngubani inani?
What is the number?

\[
\begin{array}{c|c}
10 & 10 \\
10 & 10 \\
\hline
4 & 6 \\
\end{array}
\]

\[
46 = 10 + 10 + 10 + 10 + 6
\]

\[
46 = 40 + 6
\]

3. Cazulula ibe ngama-10 noo-l.
Break down into 10s and is.

\[
34 = 10 + 10 + 10 + 4
\]

\[
34 = 30 + 4
\]

\[
42 = \underline{\phantom{0}} + \underline{\phantom{0}}
\]

\[
42 = \underline{\phantom{0}} + \underline{\phantom{0}}
\]

\[
26 = \underline{\phantom{0}} + \underline{\phantom{0}}
\]

\[
26 = \underline{\phantom{0}} + \underline{\phantom{0}}
\]

\[
58 = \underline{\phantom{0}} + \underline{\phantom{0}}
\]

\[
58 = \underline{\phantom{0}} + \underline{\phantom{0}}
\]
Ngubani inani endilibhale ebhodini?
What number have I written on the board?

Zoba ama-10 noo-1 abakuma-47.
Draw the 10s and 1s in 47.

Kukho amashumi ama-4 noononye abasi-7.
There are 4 tens and 7 ones.

Cwangcisa amakhadi ama-10 noo-1 uqale ngelona nani lincinci uye kwelona likhulu.
Arrange the 10s and 1s cards in order from smallest to biggest.

Ndibonise ama-47 usebenzise amakhadi akho ama-10 noo-1.
Show me 47 using your 10s and 1s cards.

Phinda la manyathelo angasentla usebenzise amanani ahlukenyelo.
Bakhuthaze abafundi bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi babonisa amanani abo kakuhle besebenzisa oonotsheluza.
Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners show the numbers correctly using their flard cards.
WEEK 2 • DAY 3

Numbers to 100

Umdlalo: Amanani okutsiba nokunyathela
Game: Jump Step numbers

10 = tsiba jump

• Umhlobo wakho ubiza inani.
  Your friend calls a number.
• Tsiba amashumi.
  Jump the tens.
• Nyathela oononye.
  Step the ones.
• Dlala ekhaya.
  Play at home.

Zoba 10 ukuze ubonisie i-10. Zoba ○ ukuze ubonisie u-l.
Draw 10 to show 10. Draw ○ to show 1.

54

10 10 10

10 10

54 = 10 + 10 + 10 + 10 + 10 + 4

67

67 =
2. Ngubani inani?
What is the number?

10 10
10 10

4 2

42 = 10 + 10 + 10 + 10 + 2
42 = 40 + 2

3. Cazulula ibe ngama-10 noo-l.
Break down into 10s and 1s.

26 = 10 + 10 + 6
26 = 20 + 6

57 = 
57 = 

62 = 
62 = 

85 = 
85 = 

Numbers to 100 Week 2 • Day 3
WEEK 2 • DAY 4
10s and 1s

IZIBALO
ZENTLOKO
MENTAL MATHS

UKUSUKA KWEEYONA INKULU
UYE KWEEYONA INCINCI
BIGGEST TO SMALLEST

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Cwangcisa amakhadi akho ama-10 noo-1 alandlelane aqale kwelona lincinci ukuya kwelona likhulu.
Arrange your 10s and 1s cards in order from smallest to biggest.

Ngawaphi amakhadi onokuwasebenzisa ukuze ubonisise inani ama-73?
Which cards could you use to show the number 73?

Bhala isivakalisi manani ubonisise ama-10 noo-1 kuma-73.
Write a number sentence to show the 10s and 1s in 73.

10 + 10 + 10 + 10 + 10 + 10 + 10 + 3 = 73
70 + 3 = 73
Ama-10 asixhenxe noo-1 abathathu bandinika ama-73.
Seven 10s and three 1s gives me 73.

Makhe sizame ngelinye inani.
Now let’s try another number.

Phinda la manyathelo angasentla usebenzise amanani ahlunkeneyo. Bakhuthaze abafundi ukuba babonisise amanani kakhile besebenzisa oonotsheluza babo baze bathethe ngezivakalisi manani abazibhalayo.

Repeat the steps above using different numbers. Encourage learners to show the numbers correctly using their flard cards and to talk about the number sentences they write.
IVEKI 2 • USUKU 4

Ama-10 noo-1

10s and 1s

Ndiyakwazi ukwakha amanani ngeebloko.
I can build numbers with blocks!

Ndiyakwazi ukuzoba imifanele yamanani.
I can draw number pictures.

Ndiyakwazi nokubonisa amanani ndisebenzisa amakhadi ama-10 noo-1.
I can also show numbers using 10s and 1s cards.

ngamashumi amathatu anesine
thirty four

10 10
0 0

3 0
4

Ngawaphi amakhadi ama-10 noo-1 enza la manani?
Which 10s and 1s cards make these numbers?

39 309 39
16 16

16 16
63 63

27 27
34 34

57 57
67 67
2. Zoba inani. Libonise ngamakhadi ama-10 noo-1.
Bhala izivakalisi manani.

Draw the number. Show it with 10s and 1s cards. Write the number sentences.

36 = 10 + 10 + 10 + 6

36 = 30 + 6

32 = 

32 = 

46 = 

46 = 

57 = 

57 = 

10s and 1s Week 2 • Day 4
Uvavanyo noqukaniso

1. Zoba (10) ukuze ubonise i-10. Zoba ( ) ukuze ubonise u-1.
   Draw (10) to show 10. Draw ( ) to show 1.

   $47 = \underline{\hspace{2cm}}$

   ngamashumi ama_________ ane_________
   ___________ tens ___________ ones

2. Cazulula ibe ngama-10 noo-1.
   Break down into 10s and 1s.

   $38 = \underline{\hspace{2cm}}$
   $38 = \underline{\hspace{2cm}}$

   $52 = \underline{\hspace{2cm}}$
   $52 = \underline{\hspace{2cm}}$

---

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa Sithi:

Nkqakraza u-1 ngamnye.
Tsiba i-10 ngalinye.
Nyathela u-1 ngamnye.
Ixabiso lenani 3 kuma-34 ngama-30.
Ixabiso lenani 4 kuma-34 sisi-4.
Cazulula ibe ngama-10 noo-1.

In English we say:

Snap each 1.
Jump each 10.
Step each 1.
The value of the 3 in 34 is 30.
The value of the 4 in 34 is 4.
Break down into 10s and 1s.
Assessment and consolidation

1. Sombulula.
   Solve.

   \[
   \begin{array}{ccc}
   73 + 4 &=& 32 + 6 &=& 28 + 2 \\
   59 - 5 &=& 38 - 7 &=& 42 - 3 \\
   39 + 10 &=& 56 + 10 &=& 84 + 10 \\
   69 + 10 &=& 17 + 10 &=& 54 + 10 \\
   \end{array}
   \]

2. Zingaphi izandla?
   How many hands?

   Mingaphi iminwe?
   How many fingers?

3. Izandla zi-3, mingaphi iminwe?
   3 hands, how many fingers?

   Iinyawo zi-5, zingaphi iinzwane?
   5 feet, how many toes?

   Izandla zi-6, mingaphi iminwe?
   6 hands, how many fingers?

   Iinyawo ezili-10, zingaphi iinzwane?
   10 feet, how many toes?

4. Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
   Calculate. Use your fingers to keep track!

   \[
   \begin{array}{c}
   5 \times 2 = \\
   5 \times 3 = \\
   5 \times 4 = \\
   5 \times 5 = \\
   \end{array}
   \]

5. Bala.
   Calculate.

   Isiqingatha okanye ihafu: 8 q
   Haf: 8 q
   Phinda kabini: 8 q

Assessment and consolidation Week 2 • Day 5
Ukudibanisa nokuthabatha kwi-100

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izikwere se-100</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Izibalo zentloko:</em> Theleksa amanani ukuya kuma-50</td>
<td><em>Isikwere se-100</em></td>
</tr>
<tr>
<td><em>Umdlalo:</em> 1, 2, 3 Veza! ukudibanisa</td>
<td><em>Isikwere se-100</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani 0-20, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha oo-1kumanani amakhulu</td>
<td>LAB, umgcamanani 0-20, umgcamanani ongenanto</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**

- ukunakana ukufana Phakathi kokudibanisa nokuthabatha oo-1 kunye nokudibanisa nokuthabatha amashumi.
- sebenzisa umgcamanani ukuze udibanise oononye kumanani anemivo emi-2 ungawelanga ngaphaya kwe-10.
- sebenzisa umgcamanani ukuze uthabathe oononye kumanani anemivo emibini ungawelanga ngaphaya kwe-10.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Linqxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)

Bhala phantsi amanqaku afunyenweyo kwangama-20 kwiphetshana lamanaqaku ekota.

**Uvavanyo oluthethwayo nolwenziwayo**

**CAPS Umlinganiselo: Ixesha**

Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha

<table>
<thead>
<tr>
<th>Ululu lwezinto ezijongwayo: Ilungile/aiyilunganga/iphantse</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✗</td>
</tr>
</tbody>
</table>

- Uyakwazi ukubonisa imivo namashumi esebenzisa imifanekiso yamanani
- Uyakwazi ukubonisa imivo namashumi esebenzisa oonotsheluza
- Uyakwazi ukubonisa imivo namashumi esebenzisa ibloko zesiseko seshumi
- Uyakwazi ukudibanisa nokuthabatha esebenzisa imifanekiso yamanani
- Uyakwazi ukudibanisa nokuthabatha esebenzisa ibloko zesiseko seshumi
- Uyakwazi ukudibanisa nokuthabatha esebenzisa umgcamanani

Bhala phantsi amanqaku afunyenweyo kwama-6 kwiphetshana lamanaqaku ekota.
## Adding and subtracting to 100

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding 10s</td>
<td>LAB, multifix blocks</td>
<td>Mental Maths: Compare numbers to 50 100 square</td>
</tr>
<tr>
<td>2</td>
<td>Subtracting 10s</td>
<td>LAB, multifix blocks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adding 1s in bigger numbers</td>
<td>LAB, 0-20 number line, blank number line</td>
<td>Game: 1,2,3 Show - addition none</td>
</tr>
<tr>
<td>4</td>
<td>Subtracting 1s in bigger numbers</td>
<td>LAB, 0-20 number line, blank number line</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
<td></td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- recognise the similarities between adding and subtracting ones and adding and subtracting tens.
- use a number line to add ones to two-digit numbers without bridging the ten.
- use a number line to subtract ones from two-digit numbers without bridging the ten.

### Assessment

**Written assessment:** Addition and subtraction problems and number sentences
Record a mark out of 20 in the term mark sheet.

**Oral and practical assessment**

<table>
<thead>
<tr>
<th>CAPS: Activity</th>
<th>Checklist: correct/incorrect/almost</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe learners to assess their ability to represent numbers, add and subtract</td>
<td>✓</td>
<td>6</td>
</tr>
</tbody>
</table>

Can represent ones and tens using number pictures

Can represent ones and tens using flard cards

Can represent ones and tens using base ten blocks

Can add and subtract using number pictures

Can add and subtract using base ten blocks

Can add and subtract using a number line

Record a mark out of 6 in the term mark sheet.
**Ukudibanisa nokuthabatha kwi-100**

**Ividiyo yeziyalo zentloko**

**Ividiyo yomdlalo**

**Ividiyo yophuhliso lwengqiqo**
Kule veki sigxila kwingxaki zokudibanisa nokuthabatha ukuya kwi-100. Kubalulekile ukuba abafundi bazi ukuba xa bekwazi ukudibanisa nokuthabatha imivo, baza kukwazi ukudibanisa nokuthabatha amashumi. Kulo msebenzi wethu wokudibanisa nokuthabatha siza kugxila koku:
- ukunakaneka ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
- ukusebenzisa umgcamanani ukudibanisa imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.
- ukusebenzisa umgcamanani ukuthabatha imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.

**Into emayiqatshelwe kule veki**
- Nceda abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa okanye ukuthabatha imivo, bayakwazi ukudibanisa okanye ukuthabatha amashumi. Bakhuthaze ukuba bakhza iipateni xa besombulula inxaki zemathematika njengoko ukwenza njalo kuya kubenza bakwazi ukusebenza ngokukhwuleza nangempumelelo.
Adding and subtracting to 100

Mental Maths video
This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square and provide opportunities for learners to identify 5 more and less, and 10 more and less. The use of the 100 square also allows learners to practice identifying numbers 1 – 50. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game video
This week we will play the game 1,2,3 Show – addition. In this game, learners will practice addition. When they play with one hand, they will add numbers with a total not more than 10 and when they play with two hands, they will add numbers with a total not more than 20. While some learners may still add using their fingers and counting. It is important to encourage learners to work towards solving the problems mentally.

Conceptual development video
This week we focus on addition and subtraction to 100. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. In our work on addition and subtraction, we will focus on:
• recognising the similarities between adding and subtracting ones and adding and subtracting tens.
• using a number line to add ones to two-digit numbers without bridging the ten.
• using a number line to subtract ones from two-digit numbers without bridging the ten.

What to look out for this week
• Help learners to realise that if they are able to add or subtract ones, then they are also able to add or subtract tens. Encourage them to identify patterns in solving mathematical problems as this will enable them to work more quickly and efficiently.
Nika abafundi amathuba aliqela okufumana amanani angaphezulu okanye angaphantsi ngesi-5 (okanye nge-10) kunenani e likeniweyo.

Allow multiple opportunities for finding five (or ten) more and less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

1. Ngubani eli nani? What number is this?
2. Lelipi inani elingaphezulu ngesi-5 kunama-20? What number is 5 more than 20?
3. Inani elingaphezulu ngesi-5 kunama-20 ngama-25. 5 more than 20 is 25.
4. Ngubani eli nani? What number is this?
5. Lelipi inani elingaphantsi ngesi-5 kunama-45? What number is 5 less than 45?
6. Inani elingaphantsi ngesi-5 kunama-45 ngama-40. 5 less than 45 is 40.
## WEEK 3 • DAY 1

**Adding 10s**

### Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:</strong></td>
<td><strong>Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:</strong></td>
</tr>
<tr>
<td>Use your 10s and 1s cards to make:</td>
<td>Use your 10s and 1s cards to make:</td>
</tr>
<tr>
<td>36</td>
<td>59</td>
</tr>
<tr>
<td>85</td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td>95</td>
<td>34</td>
</tr>
<tr>
<td>77</td>
<td>82</td>
</tr>
<tr>
<td>48</td>
<td>15</td>
</tr>
<tr>
<td>61</td>
<td>49</td>
</tr>
<tr>
<td>53</td>
<td>96</td>
</tr>
<tr>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.</strong></td>
<td><strong>Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.</strong></td>
</tr>
<tr>
<td>Write number sentences to show the 10s and 1s.</td>
<td>Write number sentences to show the 10s and 1s.</td>
</tr>
<tr>
<td>71 = ____ + ____</td>
<td>71 = ____ + ____</td>
</tr>
<tr>
<td>56 = ____ + ____</td>
<td>56 = ____ + ____</td>
</tr>
<tr>
<td>22 = ____ + ____</td>
<td>22 = ____ + ____</td>
</tr>
<tr>
<td>89 = ____ + ____</td>
<td>89 = ____ + ____</td>
</tr>
<tr>
<td>47 = ____ + ____</td>
<td>47 = ____ + ____</td>
</tr>
<tr>
<td>13 = ____ + ____</td>
<td>13 = ____ + ____</td>
</tr>
<tr>
<td>38 = ____ + ____</td>
<td>38 = ____ + ____</td>
</tr>
<tr>
<td>93 = ____ + ____</td>
<td>93 = ____ + ____</td>
</tr>
<tr>
<td>69 = ____ + ____</td>
<td>69 = ____ + ____</td>
</tr>
<tr>
<td>11 = ____ +</td>
<td>11 = ____ +</td>
</tr>
</tbody>
</table>
**Ukudibanisa ama-10**

**Bakhuthaze abafundi bathelekise iingxaki ezahlukeneyo zokudibanisa oo-1 neengxaki zokudibanisa zama-10. Bancede abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa oo-1 bangakwazi ukudibanisa amashumi.**

Encourage learners to compare a variety of addition with 1s and addition with 10s problems. Help learners to see that if they can add ones, they can also add tens.
WEEK 3 • DAY 1

Adding 10s

Umdlalo: 1, 2, 3 Veza – ukubonisa

Game: 1, 2, 3 Show – addition

- Sebenzani ngababini.
  Work in pairs.
- Yithi 1, 2, 3 Veza! Veza isandla esi-l emnye.
  Say 1, 2, 3 Veza! Show 1 hand each.
- Dibanisa iminwe!
  Add the fingers!

- Yithi 1, 2, 3 Veza! Veza izandla ezibini emnye.
  Say 1, 2, 3 Veza! Show 2 hands each.
- Dibanisa iminwe! Khangelala amashumi.
  Add the fingers. Look for 10s.
- Phina, ukhwalezise.
  Go again, try faster.

1. Sombulula usebenzise iiboko.
Solve using blocks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 + 3 = 5</td>
<td>4 + 3 = ___</td>
<td>3 + 3 = ___</td>
</tr>
<tr>
<td>20 + 30 = 50</td>
<td>40 + 30 = ___</td>
<td>30 + 30 = ___</td>
</tr>
</tbody>
</table>

2. Sombulula ngokuzoba imifaneleko. Sebenzisa 10 ukuze uzobu i-10.
Solve by drawing pictures. Use 10 to draw 10.

20 + 30

\[ \boxed{10 \ 10 \ 10 \ 10 \ 10} = 50 \]

30 + 40

\[ = ___ \]
**Sombulula ngokuzoba imifanekeiso. Sebenzisa (10) ukuze uzobe i-10.**

Solve by drawing pictures. Use (10) to draw 10.

36 + 30

45 + 20

**Dibanisa.**

Add.

| 30 + 20 = 50 | 40 + 50 = ___ | 30 + 30 = ___ |
| 37 + 20 = 57 | 45 + 50 = ___ | 39 + 30 = ___ |
| 70 + 20 = ___ | 30 + 50 = ___ |
| 73 + 20 = ___ | 34 + 50 = ___ |

Ndinyazi ukuba 40 + 30 = 70. Ngoko ke ndinyazi ukuba 43 + 30 = 73. I know that 40 + 30 = 70. So I know that 43 + 30 = 73.

Ndingadibanisa i-10 nakweliphina inani! I can add 10 to any number!
Subtracting 10s

1. Find 7 – 3 using your blocks.
   - If we take 3 blocks away from 7 blocks, we will have 4 blocks left over.

2. Find 70 – 30 using your blocks in towers of 10.
   - If we take 30 blocks away from 70 blocks, we will have 40 blocks left over.

3. What do you notice about the two problems we solved?
   - How do we do this? Can we use 10s and 1s?

4. The first one is subtracting 1s, and the second one is subtracting 10s.

Bakhuthaze abafundi ukuba bathelekise iingxaki ezilqela zokuthabatha okunoo-1 neengxaki ezinokuthabatha okunama-10. Bancedise abafundi baqonde ukuba, ukuba bayakwazi ukuthabatha oo-1 bangakwazi ukuthabatha ama-10.

Encourage learners to compare a variety of subtraction with 1s and subtraction with 10s problems. Help learners to see that if they can subtract 1s, then they can also subtract 10s.
1. Sombulula usebenzise iiboko.
Solve using blocks.

\[
\begin{array}{ccc}
7 - 4 & = & 3 \\
70 - 40 & = & 30 \\
9 - 4 & = & \_ \\
90 - 40 & = & \_
\end{array}
\]

\[
\begin{array}{ccc}
5 - 2 & = & \_ \\
50 - 20 & = & \_ \\
8 - 4 & = & \_ \\
80 - 40 & = & \_
\end{array}
\]

\[
\begin{array}{ccc}
6 - 4 & = & \_ \\
60 - 40 & = & \_ \\
9 - 3 & = & \_ \\
90 - 30 & = & \_
\end{array}
\]

2. Sombulula ngokuzoba imifaneleiso. Sebenzisa (10) ukuze uzobe i-10.
Solve by drawing pictures. Use (10) to draw 10.

\[
\begin{array}{c}
70 - 20 \quad \text{(10)} \quad \text{(10)} \quad \text{(10)} \quad \text{(10)} \quad 50
\end{array}
\]

\[
\begin{array}{c}
50 - 30 \text{ = } \_
\end{array}
\]
3. Thabatha.

Subtract.

| 30 - 10 = 20 | 50 - 30 = ____ | 60 - 40 = ____ |
| 70 - 40 = ____ | 80 - 30 = ____ | 90 - 20 = ____ |
| 60 - 50 = ____ | 80 - 50 = ____ | 90 - 40 = ____ |

4. Sombulula ngokuzoba imifanekeiso.

Solve by drawing pictures.

58 - 30

```
10  10  10
```

10: 1:
2 8

28

65 - 30

```
```

10: 1:

5. Thabatha.

Subtract.

| 50 - 30 = 20 | 70 - 40 = ____ | 90 - 20 = ____ |
| 58 - 30 = 28 | 75 - 40 = ____ | 97 - 20 = ____ |
| 60 - 20 = ____ | 70 - 50 = ____ | 80 - 60 = ____ |
| 62 - 20 = ____ | 75 - 50 = ____ | 83 - 60 = ____ |

Ndiyakwazi ukuthabatha i-10 enanini.
I can subtract 10 from any number!

Allow learners multiple opportunities to solve a variety of problems that involve adding ones. Encourage learners to see that if they add ones to 2-digit numbers (do not include examples that bridge ten today) then the number in the tens place does not change. This will help them to understand that if they can add ones, then they can also add ones to bigger numbers.
**WEEK 3 • DAY 3**

Adding 1s in bigger numbers

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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### 1. Adding 1s

<table>
<thead>
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<td>3 + 6 =</td>
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</table>

### 2. Subtracting 1s

<table>
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<th>41</th>
<th>42</th>
<th>43</th>
<th>44</th>
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<tbody>
<tr>
<td>1</td>
<td>9 - 4 =</td>
<td>8 - 3 =</td>
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<tr>
<td>2</td>
<td>49 - 4 =</td>
<td>48 - 3 =</td>
<td>46 - 3 =</td>
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</tbody>
</table>

Kulo mgca sibala ukusukela kuma-1 ukuya kuma-50! In this row we count from 41 to 50!

Ndlyazi ukuba u-4 + 5 = 9 ngoko ke, ndlyazi ukuba u-44 + 5 = 49.

I know that 4 + 5 = 9, therefore I know that 44 + 5 = 49.
**UTEKI 3 • USUKU 3**

**Ukudibanisa oo-1 kumanani amakhulu**

<table>
<thead>
<tr>
<th></th>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
<th>55</th>
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<th>58</th>
<th>59</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>55 + 4 = 59</td>
<td>53 + 6 = ___</td>
<td>55 + 5 = ___</td>
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<tr>
<td></td>
<td>54 + 3 = 57</td>
<td>52 + 5 = ___</td>
<td>58 + 2 = ___</td>
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<td></td>
<td>57 - 2 = ___</td>
<td>59 - 4 = ___</td>
<td>53 - 3 = ___</td>
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<td>58 - 4 = ___</td>
<td>57 - 5 = ___</td>
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<tr>
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<th>65</th>
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<th>67</th>
<th>68</th>
<th>69</th>
<th>70</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>62 + 3 = 65</td>
<td>64 + 4 = ___</td>
<td>65 + 5 = ___</td>
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<tr>
<td></td>
<td>64 + 5 = 69</td>
<td>66 + 3 = ___</td>
<td>67 + 3 = ___</td>
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<td></td>
<td>68 - 3 = ___</td>
<td>68 - 5 = ___</td>
<td>64 - 3 = ___</td>
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<td></td>
<td>65 - 2 = ___</td>
<td>69 - 6 = ___</td>
<td>66 - 4 = ___</td>
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</tr>
</tbody>
</table>

**UTHOZI UBHAKE**

amaqebengwana angama-69.
Usapho lwakhe luty ama-6.
Mangaphi amaqebengwana ashiyekileyo?
Thozi baked 69 scones. Her family ate 6. How many scones remain?

**USIPHO UPHETHE IILITHA**

zamanzi ezingama-70.
Uchitha iiitha ezi-5.
Zingaphi iili th eziiseleyo?
Sipho carried 70 litres of water. He spilled 5 litres. How many litres are left?

---

Adding 1s in bigger numbers **Week 3 • Day 3** 27

Allow learners multiple opportunities to solve a variety of problems that involve subtracting ones. Encourage them to see that if they subtract ones from 2-digit numbers (do not include examples that bridge ten today) then the number in the tens place does not change. This will help them to understand that if they can subtract ones, they can also subtract ones in bigger numbers.

Subtracting 1s in bigger numbers

Fumana u-17 – 4 ngokusebenzisa umgcamanani.
Find 17 – 4 using the number line.

Ungandixelela ntoni ngokuthabatha esikwenzileyo namhlanje.
What can you tell me about the subtraction we did today?

ZILI-10 NGAPHEZULU/ZILI-10 NGAPHANTS!
10 MORE/10 LESS

IZIBALO
MENTAL MATHS

UMDHALO
GAME

UPHUHLISO LWENQIQO
CONCEPT DEVELOPMENT

AMAPEPHA
LOKUSEBENZELA
WORKSHEETS
Ukuthabatha oo-1 kumanani amakhulu

**IVEKI 3 • USUKU 4**

Subtracting 1s in bigger numbers

---

**1.**

<table>
<thead>
<tr>
<th>5 + 4 =</th>
<th>2 + 4 =</th>
<th>3 + 6 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 + 4 = 79</td>
<td>43 + 4 =</td>
<td>43 + 6 =</td>
</tr>
</tbody>
</table>

---

**2.**

<table>
<thead>
<tr>
<th>8 − 4 = 4</th>
<th>9 − 7 =</th>
<th>7 − 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>78 − 4 = 74</td>
<td>79 − 7 =</td>
<td>77 − 5 =</td>
</tr>
</tbody>
</table>

---

Ndiyazi ukuba u-8 - 4 = 4. Ngoko ke, ndiyazi ukuba u-78 - 4 = 74. I know that 8 - 4 = 4 therefore I know that 78 - 4 = 74.
### Subtracting 1s in bigger numbers

**Week 3 • Day 4**

**3.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>85 + 3 =</td>
<td></td>
<td>83 + 6 =</td>
<td></td>
<td>86 + 4 =</td>
<td></td>
</tr>
<tr>
<td>82 + 3 =</td>
<td></td>
<td>85 + 4 =</td>
<td></td>
<td>87 + 2 =</td>
<td></td>
</tr>
<tr>
<td>87 − 2 =</td>
<td></td>
<td>89 − 4 =</td>
<td></td>
<td>84 − 3 =</td>
<td></td>
</tr>
<tr>
<td>86 − 4 =</td>
<td></td>
<td>88 − 5 =</td>
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<td>87 − 5 =</td>
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</tr>
</tbody>
</table>

**4.**

<p>| | | | | | |</p>
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<thead>
<tr>
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<tbody>
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<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>92 + 4 =</td>
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<td>94 + 3 =</td>
<td></td>
<td>96 + 4 =</td>
<td></td>
</tr>
<tr>
<td>95 + 5 =</td>
<td></td>
<td>96 + 2 =</td>
<td></td>
<td>93 + 3 =</td>
<td></td>
</tr>
<tr>
<td>96 − 3 =</td>
<td></td>
<td>98 − 5 =</td>
<td></td>
<td>95 − 3 =</td>
<td></td>
</tr>
<tr>
<td>97 − 2 =</td>
<td></td>
<td>99 − 6 =</td>
<td></td>
<td>96 − 4 =</td>
<td></td>
</tr>
</tbody>
</table>

**5.**

**USam unamapetyu angama-81. Uphumelele ama-6 ngaphezulu. Mangaphi amapetyu anawo ngoku?**

Sam had 81 marbles. He won 6 more. How many marbles does he have now?

**UAsa une-R98. Uthenga iapile nge-R5. Unamalini ngoku?**

Asa has R98. She buys an apple for R5. How much money does she have now?

---

*Let’s look at the 80s! In this row we count from 81 to 90.*

*Masijenge kuma-80! Kulo ngco sidaba ukusukela kuma-81 ukuya kuma-90.*

Draw (10) to show 10. Draw (●) to show 1.

46 + 30

2. Sombulula.

Solve.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40 + 10 = ___</td>
<td>60 − 10 = ___</td>
<td>43 + 20 = ___</td>
<td>57 − 20 = ___</td>
<td></td>
</tr>
<tr>
<td>40 + 30 = ___</td>
<td>80 − 30 = ___</td>
<td>39 + 30 = ___</td>
<td>68 − 30 = ___</td>
<td></td>
</tr>
<tr>
<td>32 + 5 = ___</td>
<td>44 + 5 = ___</td>
<td>29 − 5 = ___</td>
<td>57 − 4 = ___</td>
<td></td>
</tr>
<tr>
<td>23 + 6 = ___</td>
<td>61 + 6 = ___</td>
<td>38 − 4 = ___</td>
<td>66 − 3 = ___</td>
<td></td>
</tr>
</tbody>
</table>

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:

Sombulula ngokuzoba imifaneziso yamanani.

| Ndiyazi ukuba u-4 + 3 = 7 ngoko ke ndiyazi ukuba u-40 + 30 = 70. |
| Ndiyazi ukuba u-9 − 4 = 5 ngoko ke ndiyazi ukuba u-90 − 40 = 50. |
| Ndiyazi ukuba u-30 + 40 = 70 ngoko ke ndiyazi ukuba u-35 + 40 = 75. |
| Ndiyazi ukuba u-70 − 30 = 40 ngoko ke ndiyazi ukuba u-76 − 30 = 46. |

In English we say:

<table>
<thead>
<tr>
<th>Solve by drawing number pictures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that 4 + 3 = 7 therefore I know that 40 + 30 = 70.</td>
</tr>
<tr>
<td>I know that 9 − 4 = 5 therefore I know that 90 − 40 = 50.</td>
</tr>
<tr>
<td>I know that 30 + 40 = 70 therefore I know that 35 + 40 = 75.</td>
</tr>
<tr>
<td>I know that 70 − 30 = 40 therefore I know that 76 − 30 = 46.</td>
</tr>
</tbody>
</table>
**Assessment and consolidation**

1. **Zoba** (10) ukuze ubonise i-10. Zoba (0) ukuze ubonise u-l.
   
   Draw (10) to show 10. Draw (0) to show 1.
   
   48
   
   48 =

2. Cazulula i-be ngama-10 noo-l.
   
   Break down into 10s and 1s.
   
   63 =
   
   49 =

3. **Sombulula.**
   
   Solve.
   
   | 82 + 10 = | 64 + 5 = | 28 + 2 = |
   | 49 - 6 =  | 87 - 5 =  | 87 - 10 = |

4. **Zingaphi iibhokisi?**
   
   How many boxes?

   **Zingaphi iikhrayoni?**
   
   How many crayons?

5. **Abantwana ba-3,** mingaphi iminwe?
   
   3 children, how many fingers?

   **Abantwana ba-4,** zingaphi iinzwanwane?
   
   4 children, how many toes?

   **Abantwana ba-5,** mingaphi iminwe?
   
   5 children, how many fingers?

   **Abantwana bali-10,** zingaphi iinzwanwane?
   
   10 children, how many toes?
Izibalo zentloko: *Fizz Pop* ukuphindha kabini amanani ukuya kuna-50

Umdlalo: Phindaphinda ngo-2

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izihobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amaqelwa ezi-2</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukuphindha kabini</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Amaqelwa ama-10</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Amaqelwa ezi-5</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Phinda kabini amanani aphakathi kuka-0 nama-50.
- Sebenzisa ukubala okuqakathayo ukuze uphindaphinde ngo-2, 5, no-10.
- Chaza uze usebenzise izivakalisi manani zophindaphindo.

Uvavanyo

Uvavanyo olubhalwayo: amanani, iimpawu nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphethshana lamanzaku ekota.
Multiplication is about equal groups

<table>
<thead>
<tr>
<th>Mental Maths: Fizz Pop doubling numbers to 50</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>none</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Game: Multiply by 2</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>multifix blocks</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups of 2</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Doubling</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Groups of 10</td>
<td>LAB, multifix blocks</td>
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<tr>
<td>4</td>
<td>Groups of 5</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- double numbers between 0 and 50.
- use skip counting to multiply by 2, 5 and 10.
- identify and use multiplication number sentences.

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 10 in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqaqo
Siza kugxila kuphindaphindo kule veki. Abafundi baza kuqonda ukuba uphindaphindo lumalunga namaqela alingenayo, kwaye baza kusebenzisa ukubala okuqakathayo ukusombulula iingxaki zophindaphindo. Kumsebenzi wethu wophindaphindo siza kugxila koku:
- ukusebenzisa ukubala okuqakathayo xa ubala ngoo-2, 5 nango-10. ukuphindaphinda kumalunga namaqela alingenayo, ngoko ke kufuneka abafundi bakwazi ukubala betsiba ngokuzithemba.
- ukuphindindo abafundi amanani aphakathi kuka-0 nama-50. Ukuphindindo abafundi yindlela yobuchule yokubala enceda abafundi ukuba basombulule iingxaki ngempumelelo.
- ukuchaza nokusebenzisa izivakalisi manani zophindaphindo.

Into emayiqatshelwe kule veki
- Bakhumbuze abafundi ukuba uphindaphindo luquka ukuphindindo amaqela alingenayo. Kufuneka abafundi bazithembe kubalo oluqakathayo ukuze basombulule ezi ngxaki ngokuhawuleza ngempumelelo.
- Bakhuthaze abafundi ukuba bathethe ngezivakalisi manani zophindaphindo kwaye bacacise isisombululo sabo sengxaki ukuze baphuhlisle ukuqonda kwengqaqo.
### Mental Maths video
This week we will play Fizz Pop with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

### Game video
This week we play the game Multiply by 2! The purpose of this game is to provide learners with an opportunity to practice multiplying 2s by using towers of 2 to help them solve problems quickly and easily. It is important for learners to count in 2s and to say the number sentence in order to develop their conceptual understanding.

### Conceptual development video
This week we focus on multiplication. Learners will recognise that multiplication is about equal groups and will use skip counting to solve multiplication problems. In our work on multiplication, we will focus on:

- Using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- Doubling numbers between 0 and 50. Doubling is an essential calculation strategy that helps learners solve problems efficiently.
- Identifying and using multiplication number sentences.

### What to look out for this week
- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
Bethelela ukuphinda kabini usebenzise umdlalo othi *Fizz Pop.*

Consolidate doubling using the *Fizz Pop* game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

Remember to check the date and mark the register every day.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Dibanisa.**
Add.
- \(4 + 5 = \)
- \(34 + 5 = \)
- \(6 + 2 = \)
- \(56 + 2 = \)
- \(3 + 4 = \)
- \(43 + 4 = \)
- \(2 + 5 = \)
- \(72 + 5 = \)
- \(1 + 4 = \)
- \(61 + 4 = \)

#### Usuku 2 Day 2

**Thabatha.**
Subtract.
- \(9 - 1 = \)
- \(89 - 1 = \)
- \(6 - 4 = \)
- \(36 - 4 = \)
- \(5 - 3 = \)
- \(45 - 3 = \)
- \(8 - 3 = \)
- \(68 - 3 = \)
- \(7 - 2 = \)
- \(27 - 2 = \)

#### Usuku 3 Day 3

**Dibanisa.**
Add.
- \(2 + 6 = \)
- \(42 + 6 = \)
- \(1 + 5 = \)
- \(21 + 5 = \)
- \(4 + 4 = \)
- \(84 + 4 = \)
- \(3 + 6 = \)
- \(33 + 6 = \)
- \(5 + 3 = \)
- \(75 + 2 = \)

#### Usuku 4 Day 4

**Thabatha.**
Subtract.
- \(8 - 6 = \)
- \(58 - 6 = \)
- \(5 - 4 = \)
- \(55 - 4 = \)
- \(9 - 7 = \)
- \(99 - 7 = \)
- \(6 - 3 = \)
- \(46 - 3 = \)
- \(7 - 4 = \)
- \(67 - 4 = \)
Nika abafundi amathuba aliqela okusebenza ngamaqela oo-2. Bakhuthaze ukuba babhale kwaye bathethe ngezivakalisi manani ukuze baphuhlise izakhono zabo zokubhala nokusebenza ngezivakalisi manani zophindaphindo.

Allow the learners many opportunities to work with groups of 2. Encourage them to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.
**WEEK 4 • DAY 1**

**Groups of 2**

---

**Umdlalo: Phindaphinda u-2**

Game: Multiply by 2

- *Yakha iinchoioyi ezili-10 zeebloko ezi-2.*
  
  Build 10 towers of 2 blocks.

- *Utitshala wakho ubiza inani.*

  *Your teacher calls a number.

- *Thatha iinchoioyi ezilelo nani.*

  *Take that many towers.

- *Zingaphi iityhubhu?*

  *How many cubes?*

- *Biza esi sivakalisi manani, “u-2 ophindwe ka-4 ngu-8!”* 

  *Say the number sentence, “2 multiplied by 4 is 8!”*

4 \[ \times \ 2 = \ 8 \]

---

1. **Bonisa ngokusebenzisa iinchoioyi zakho zamanani. Sombulula emva koko.**

   Show using your number towers. Then solve.

<table>
<thead>
<tr>
<th>3 ( \times ) 2 = 6</th>
<th>5 ( \times ) 2 = ___</th>
<th>7 ( \times ) 2 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ( \times ) 2 = ___</td>
<td>9 ( \times ) 2 = ___</td>
<td>10 ( \times ) 2 = ___</td>
</tr>
</tbody>
</table>

2. **Ngomfanekiso ngamnye, gqibeza isivakalisi manani.**

   Complete the number sentence for each picture.

<table>
<thead>
<tr>
<th>5 ( \times ) 2 = 10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>u-2 ophindwe ka-5 ngu-10. 5 times 2 equals 10.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>___ ( \times ) ___ = ___</th>
</tr>
</thead>
</table>

   | u-2 ophindwe ka-___ ngu-___.

   ___ times 2 equals ___. |
### Amaqela oo-2

**3. Bangaphi abantwana?**
- How many children?
- How many eyes?

<table>
<thead>
<tr>
<th>Bangaphi abantwana?</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangaphi amehlo?</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iibhotile?</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi iilitha?</td>
<td>10</td>
</tr>
</tbody>
</table>

**4. Balani ngo-2 ukuze ubonisile inani leelitha.**
Count in 2s to show the number of litres.

<table>
<thead>
<tr>
<th>iibotile bottles</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iilitha litres</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**5. Bala. Qinisekisa ngokusebenzisa iminwe yakho.**
Calculate. Use your fingers to keep track.

<table>
<thead>
<tr>
<th>$3 \times 2 = \underline{6}$</th>
<th>$5 \times 2 = \underline{\quad}$</th>
<th>$6 \times 2 = \underline{\quad}$</th>
<th>$2 \times 2 = \underline{\quad}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 \times 2 = \underline{\quad}$</td>
<td>$4 \times 2 = \underline{\quad}$</td>
<td>$8 \times 2 = \underline{\quad}$</td>
<td>$10 \times 2 = \underline{\quad}$</td>
</tr>
</tbody>
</table>
Doubling

**WEEK 4 • DAY 2**

Allow the learners many opportunities to double numbers using the magic mirror line. Encourage learners to talk about how they are solving the problems by doubling the 10s and 1s. Watch them to make sure they group and regroup the 1s correctly to make 10s.

1. **Leliphi inani endilizobileyo?** What number have I drawn?
   - 25 because you have 2 tens and 5 ones.

2. **Kufuneka sizobe kwa la mo-10 noo-1 kwelinye icala lomgca.**
   We must draw the same 10s and 1s on the other side of the line.

3. **Ukuba siphinda ama-25 kabini, ziza kuba ngaphi zizonke?**
   So, if we double 25, how many do we have altogether?

4. **Kukho amashumi ama-4, kwaye imivo emi-5 nemivo emi-5 yenza elinya ishumi.**
   Ngoko ke siza kuba namashumi ama-5 ewonke, into ethetha ukuba ngama-50.
   There are 4 tens, and then 5 ones and 5 ones make another ten so we will have 5 tens in total which makes 50.

5. **Ama-25 aphindwe ka-2 enza ama-50.**
   25 multiplied by 2 equals 50.

   Allow the learners many opportunities to double numbers using the magic mirror line. Encourage learners to talk about how they are solving the problems by doubling the 10s and 1s. Watch them to make sure they group and regroup the 1s correctly to make 10s.
Ukuphinda kabini

**Game: Double**

- **Ulutshwa wakho ubiza inani.**
  Your teacher calls a number.
- **Yakha eli nani usebenzise iityhubhu.**
  Build the number using cubes.
- **Bonisa ke ngoku amagela amabini alinganayo. Phinda kabini!**
  Now show 2 equal groups. Double!
- **Zingaphi iityhubhu?**
  How many cubes?
- **Biza isivakalisi manani, “U-4 ophindwe ka-2 ngu-8.”**
  Say the number sentence, “Double 4 is 8.”

- **2 \times 4 = \square \quad 2 \times 4 = 8**

**1** Bonisa ngeenchochoyi zamanani. Emva koko sombulula.
Show using your number towers. Then solve.

<table>
<thead>
<tr>
<th>[ \text{3 \times 2 = 6} ]</th>
<th>[ \text{5 \times 2 = } \square ]</th>
<th>[ \text{11 \times 2 = } \square ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ \text{12 \times 2 = } \square ]</td>
<td>[ \text{9 \times 2 = } \square ]</td>
<td>[ \text{10 \times 2 = } \square ]</td>
</tr>
</tbody>
</table>

**2** Ngomfanekiso ngamnye, gqibezele isivakalisi manani.
Complete the number sentence for each picture.

| \[ \square \square \square \square \] | \[ \text{u-4 ophindwe ka-2}
ngu-8.}
\[ \text{Double 4 is 8.} \] | \[ \text{2 \times 4 = 8} \] |
|----------------|-----------------|-----------------|
| \[ \square \square \square \square \square \] | \[ \text{u-8 ophindwe ka-}
\text{ngu-} \square \] |
| \[ \text{Double } \square \text{ is } \square . \] | \[ \square \times \square = \square \] |
Doubling

3. Doubling

<table>
<thead>
<tr>
<th></th>
<th>4 × 2</th>
<th>40 × 2</th>
<th>21 × 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 × 2 = 8</td>
<td>40 × 2 = 80</td>
<td>21 × 2 = 42</td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Diagram" /></td>
<td><img src="image2.png" alt="Diagram" /></td>
<td><img src="image3.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>

3 × 2 = ___
30 × 2 = ___
12 × 2 = ___

4. Calculate.

<table>
<thead>
<tr>
<th></th>
<th>2 × 2 = 4</th>
<th>3 × 2 = ___</th>
<th>4 × 2 = ___</th>
<th>5 × 2 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 × 2 = 40</td>
<td>30 × 2 = ___</td>
<td>40 × 2 = ___</td>
<td>50 × 2 = ___</td>
</tr>
<tr>
<td></td>
<td>6 × 2 = ___</td>
<td>8 × 2 = ___</td>
<td>10 × 2 = ___</td>
<td>12 × 2 = ___</td>
</tr>
<tr>
<td></td>
<td>7 × 2 = ___</td>
<td>9 × 2 = ___</td>
<td>11 × 2 = ___</td>
<td>13 × 2 = ___</td>
</tr>
</tbody>
</table>

Yenza ngathi umqoa sisipili sibugqi. Zoba inani kwelinge icala. Zoba kwakhona kwelinge icala. Pretend the line is a magic mirror. Draw the number on one side. Draw it again on the other side.
Nika abafundi amathuba okusebenza ngamaqela ama-10. Bakhuthaze ukuba babhale kwaye batethe ngezivakalisi manani ukuze baphuhlise isakhono sabo sokubhala nokusebenza ngezivakalisi manani zophindaphindo.

Allow the learners opportunities to continue working with groups of 10. Encourage learners to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.
WEEK 4 • DAY 3

Groups of 10

**Umdlalo: Phindaphinda nge-10**

**Game: Multiply by 10**

- Zilungiselele ngokwakha iinccochoyi ze-10 ngeebloko ezili-10.
  Prepare by building 10 towers of 10 blocks.
- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- Thatha inccochoyi ezilelo nani.
  Take that many towers.
- Zingaphi iityhubhu onazo?
  How many cubes?
- Xela isivakalisi manani, “i-10 eliphindwe ka-4 ngama-40”.
  Say the number sentence, “10 multiplied by 4 is 40”.

**1** Bonisa ngeencochoyi zakho zamanani. Bala emva koko.

Show using your number towers. Then calculate.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 \times 10</td>
<td>30</td>
</tr>
<tr>
<td>5 \times 10</td>
<td>_____</td>
</tr>
<tr>
<td>7 \times 10</td>
<td>_____</td>
</tr>
<tr>
<td>4 \times 10</td>
<td>_____</td>
</tr>
<tr>
<td>9 \times 10</td>
<td>_____</td>
</tr>
<tr>
<td>10 \times 10</td>
<td>_____</td>
</tr>
</tbody>
</table>

**2** Gqibezela isivakalisi manani.

Complete the number sentence.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 \times __</td>
<td>0</td>
<td>_____</td>
</tr>
<tr>
<td>10 \times __</td>
<td>0</td>
<td>_____</td>
</tr>
</tbody>
</table>
### Amaqela ama-10

#### 3

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi ii-bokisi?</th>
<th>Zingaphi ii-khrayoni?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How many boxes?</td>
<td>How many crayons?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iibhokisi boxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii khrayoni crayons</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 4

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi ii-emele?</th>
<th>Zingaphi ii-litha?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many buckets?</td>
<td>How many litres?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10l</th>
<th>10l</th>
<th>10l</th>
<th>10l</th>
<th>10l</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii emele buckets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii litha litres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5

_Bala. Qinisekisa angularokusebenza iminwe yakho._

_Calculate. Use your fingers to keep track._

<table>
<thead>
<tr>
<th></th>
<th>3 × 10 = 30</th>
<th>5 × 10 = ___</th>
<th>6 × 10 = ___</th>
<th>2 × 10 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 × 10 = ___</td>
<td>4 × 10 = ___</td>
<td>8 × 10 = ___</td>
<td>10 × 10 = ___</td>
</tr>
</tbody>
</table>

_Xa ndiphindaphindaphindo ngaphako-10, ndihala ngama-10._

_When I multiply by 10, I count in 10s._
Groups of 5

Allow the learners opportunities to continue working with groups of 5. Encourage them to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.

Nika abafundi amathuba okusebenza ngamaqela ezi-5. Bakhuthaze ukuba babhale kwaye bathethe ngezivakalisi manani ukuze baphuhlise isakhono sabo sokubhala nokusebenza ngezivakalisi manani zophindaphindo.

Allow the learners opportunities to continue working with groups of 5. Encourage them to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.

Zingaphi izitoki ezikhoyo kumcu o-1.
How many lollipops are there in 1 strip?

45, kuba sinemicu eli-9 lezitoki enezitoki ezi-5 umnye.
45 because we have 9 lollipop strips with 5 lollipops in each.

Ndibonise amaqela ali-9 eebloko ezi-5.
Show me 9 groups of 5 blocks.

Singabonisa amaqela ali-9 ezi-5 ngokubhala isivakalisi manani 5 x 9 = 45.
Sithi u-5 ophindwe ka-9 ngu-45.
We can show 9 groups of 5 by writing the number sentence $5 \times 9 = 45$. We say 5 multiplied by 9 equals 45.

Ukuba sinemicu yezitoki eli-9, zingaphi izitoki ezikhoyo?
If we have 9 strips, then how many lollipops are there?
Amaqela ezi-5

Umdlalo: Phindaphinda ngesi-5
Game: Multiply by 5

- Zilungiselele ngokwakha iincochoyi ze-10 ngeebloko ezi-5.
  Build 10 towers of 5 blocks.
- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- Thatha iincochoyi ezilelo nani.
  Take that many towers.
- Zingaphi iityhubhu onazo?
  How many cubes?
- Xela isivakalisi manani, “u-5 eliphindwe ka-4 ngama-20”.
  Say the number sentence, “5 multiplied by 4 is 20”.

\[ 5 \times 4 = \quad 5 \times 4 = \text{20} \]

Show using your number towers. Then calculate.

| \( 3 \times 5 = \underline{15} \) | 5 \( \times 5 = \underline{\quad} \) | 7 \( \times 5 = \underline{\quad} \) |
| \( 4 \times 5 = \underline{\quad} \) | 9 \( \times 5 = \underline{\quad} \) | 10 \( \times 5 = \underline{\quad} \) |

2. Gqibezelea isivakalisi manani.
Complete the number sentences.

\[ 5 \times \underline{\quad} = \underline{\quad} \]
\[ 5 \times \underline{\quad} = \underline{\quad} \]
\[ 5 \times \underline{\quad} = \underline{\quad} \]
### Groups of 5

#### Week 4 • Day 4

**Groups of 5**

1. **Izandla?**
   - Hands?
2. **Iminwe?**
   - Fingers?

3. **Mingaphi iminwe?**
   - How many fingers?

<table>
<thead>
<tr>
<th>izandla (hands)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe (fingers)</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Zingaphi iimbiza?**
   - How many pots?

5. **Zingaphi iliitha?**
   - How many litres?

6. **Bala.**
   - Calculate.

<table>
<thead>
<tr>
<th></th>
<th>3 × 5 =</th>
<th>5 × 5 =</th>
<th>6 × 5 =</th>
<th>2 × 5 =</th>
<th>1 × 5 =</th>
<th>4 × 5 =</th>
<th>8 × 5 =</th>
<th>10 × 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Uvavanyo noqukaniso

1. Zingaphi iibhotile? How many bottles?
   Zingaphi illitha? How many litres?
   ![Bottles](image)

   - 2 l
   - 2 l
   - 2 l
   - 2 l
   - 2 l

2. Zingaphi ii-emele? How many buckets?
   Zingaphi illitha? How many litres?
   ![Buckets](image)

   - 10 l
   - 10 l
   - 10 l
   - 10 l

3. Zingaphi imibiza? How many pots?
   Zingaphi illitha? How many litres?
   ![Pots](image)

   - 5 l
   - 5 l
   - 5 l

---

2 Bala.
Calculate.

\[
2 \times 5 = \underline{10} \quad 5 \times 2 = \underline{10} \quad 10 \times 2 = \underline{20} \quad 10 \times 5 = \underline{50}
\]

---

Masithethe ngeMaths!
Let's talk Maths!

**NgesiXhosa sithi:**
- Amagela alelinganayo
- Umntwana omnye uneendlebe ezi-2.
- Abantwana aba-5 baneendlebe ezili-10.
- Amagela amahlanu ezibilini enza ishumi.
- Kukho izibini ezi-5 kwi-10.
- Ii-emele enye incelethi ezili10.
- Iiemele ezi-4 zinelethi ezingama-40.
- Amagela amane eshumi enza amashumi amane.
- Kukho amashumi ama-4 kuma-40.

**In English we say:**
- Equal groups
- One child has 2 ears.
- 5 children have 10 ears.
- Five groups of two is ten.
- There are 5 twos in 10.
- One bucket has 10 litres.
- 4 buckets have 40 litres.
- Four groups of ten is forty.
- There are 4 tens in 40.
### Uqukaniso | Consolidation

#### 1. Zoba (10) ukuze ubonise i-10. Zoba (●) ukuze ubonise u-1.

Draw (10) to show 10. Draw (●) to show 1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Cazulula: ibe ngama-10 noo-1.

Break down into 10s and 1s.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>78 = ___</td>
<td>53 = ___</td>
</tr>
</tbody>
</table>

#### 3. Sombulula.

Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>63 + 6 = ___</td>
<td>92 + 5 = ___</td>
<td>67 + 3 = ___</td>
</tr>
<tr>
<td>59 − 5 = ___</td>
<td>78 − 4 = ___</td>
<td>50 − 3 = ___</td>
</tr>
<tr>
<td>34 + 30 = ___</td>
<td>56 − 20 = ___</td>
<td>45 + 40 = ___</td>
</tr>
</tbody>
</table>


What is the number? Complete the #Hashtag! Order from small to big.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>45</td>
<td>15</td>
</tr>
</tbody>
</table>

#### 5. Isiqingatha okanye ihafu: Phinda kabini: Haf:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Assessment and consolidation | Week 4 • Day 5 | 41
# Ukudibanisa nokuthabatha ngemigcamanani

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xa uthabatha beka inani elikhulu kuqala</td>
<td>azikho</td>
</tr>
</tbody>
</table>

## Umdlalo

IMath ekhawulezayo ngamakhadi – thabatha kwi-10

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Masidibanise ngokukhawuleza kakhu!</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Masithabathe ngokukhawuleza kakhu!</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni LAB</td>
<td></td>
</tr>
</tbody>
</table>

## Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

1. ukudibanisa nokuthabatha imivo kumanani anemivo embini (ungaweleli ngaphaya kweshumi) usebenzisa umgcamanani.
2. ukudibanisa nokuthabatha imivo kumanani anemivo embini (uwele ngaphaya kweshumi) usebenzisa umgcamanani.
3. sombulula iingxaki ngokwenza ishumi (ukudibanisa nokuthabatha).

## Uvavanyo

### Uvavanyo olubhalwayo

Amanani, iimpawu nolwalamano.

Bhalaphantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
## Adding and subtracting with number lines

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding and subtracting 1s in bigger numbers</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>2</td>
<td>Adding and subtracting 1s in bigger numbers</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Let’s add more quickly!</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>Let’s subtract more quickly!</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- add and subtract ones to/from two-digit numbers (without bridging the ten) using a number line.
- add and subtract ones to/from two-digit numbers (bridging the ten) using a number line.
- solve problems by making a ten (addition and subtraction).

### Assessment

**Written assessment:** Numbers, operations and relationships

Record a mark out of 10 in the term mark sheet.
Ividiyo yezibalo zentloko
Kule veki siza kugxila ekubekeni inani elikhulu kuqala ukuze sisombulule iingxaki ngempumelelo. Abafundi baza kufumanisa ukuba bangazisombulul iingxaki ngokukhawuleza ukuba baqala ukuba kwinani elikhulu.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki siza kugxila kwiingxaki zokudibanisa nokuthabatha usebenzisa umgcamanani. Abafundi baza kusombulula iingxaki ngaphandle kokuwelela ngaphaya kwe-10, baphinde bazisombulule bewelela ngaphaya kwe-10. Kumsebenzi wethu wokudibanisa nokuthabatha siza kujolisa koku:
• ukudibanisa nokuthabatha imivo kumanani anemivo emibini (ungaweleli ngaphaya kweshumi) usebenzisa umgcamanani.
• ukudibanisa nokuthabatha imivo kumanani anemivo emibini (uwele ngaphaya kweshumi) usebenzisa umgcamanani
• sombulula iingxaki ngokwenza ishumi (ukudibanisa nokuthabatha)

Into emayiqatshelwe kule veki
• Xa besenze ishumi kwixingakwiokudibanisa, abafundi baya kuqaphela ukuba kuyakhawuleza kwaye kulula ukwenza ishumi ngamanani 9, 8, 7 no-6.
• Xa uthabatha, ukwenza ishumi buyisela abafundi kwishumi elidlulileyo. Abafundi kufuneka baziqhelise ukuthabatha inani ukuze babuyele kwishumi elidlulileyo phambi kokuggibeza iingxaki.
Mental Maths video
This week we will focus on putting the bigger number first in order to solve problems efficiently. Learners will discover that they can solve problems more quickly if they count on from the bigger number.

Game video
This week we will play Fast Maths with cards – subtract from 10. Learners will practice solving problems quickly by recalling number facts. It is important for learners to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.

Conceptual development video
This week we focus on addition and subtraction problems using a number line. Learners will solve problems both without bridging 10, and with bridging the ten. In our work on addition and subtraction, we will focus on:
• adding and subtracting ones to/from two-digit numbers (without bridging the ten) using a number line.
• adding and subtracting ones to/from two-digit numbers (bridging the ten) using a number line.
• solving problems by making a ten (addition and subtraction).

What to look out for this week
• When making a ten for addition problems, learners will realise that it is quicker and easier to make a ten with the numbers 9, 8, 7 and 6.
• For subtraction, the idea of making a ten involves the learners getting back to the previous ten. Learners need to practice subtracting a number so that they can get back to the previous ten before completing the problem.
Ziqhelise ukudibanisa ukuze abafundi baqonde ukuba kuyakhawuleza ukudibanisa xa uqala kwinani elikhulu.

Practice adding so that learners realise it is quicker to add by counting on from the bigger number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

1. Zhetha inani elinye kwasebhodini. Choose one of the numbers on the board.

2. Ndi-ketha i-14! I choose 14!

3. Qala kw-14 ubale uye phambili ka-5. You start at 14 and count on 5.


5. 19! Ndiyifumene kuqala impendulo! 19! I got the answer first!

6. Kuyakhawuleza ukudibanisa xa usukela kwinani elikhulu. It is quicker to add by counting on from the bigger number.
**WEEK 5 • DAY 1**

Adding and subtracting 1s in bigger numbers

**Enrichment activities • Imisetyenzana yokutyebisa**

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phindaphinda.</strong></td>
<td><strong>Phindaphinda.</strong></td>
</tr>
<tr>
<td>Multiply.</td>
<td>Multiply.</td>
</tr>
<tr>
<td>2 × 3 =</td>
<td>2 × 3 =</td>
</tr>
<tr>
<td>2 × 6 =</td>
<td>2 × 6 =</td>
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<tr>
<td>2 × 2 =</td>
<td>2 × 2 =</td>
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<tr>
<td>2 × 8 =</td>
<td>2 × 8 =</td>
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<tr>
<td>2 × 1 =</td>
<td>2 × 1 =</td>
</tr>
<tr>
<td>2 × 10 =</td>
<td>2 × 10 =</td>
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<tr>
<td>2 × 5 =</td>
<td>2 × 5 =</td>
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<tr>
<td>2 × 7 =</td>
<td>2 × 7 =</td>
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<tr>
<td>2 × 9 =</td>
<td>2 × 9 =</td>
</tr>
<tr>
<td>2 × 4 =</td>
<td>2 × 4 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phindaphinda.</strong></td>
<td><strong>Phindaphinda.</strong></td>
</tr>
<tr>
<td>Multiply.</td>
<td>Multiply.</td>
</tr>
<tr>
<td>10 × 3 =</td>
<td>5 × 3 =</td>
</tr>
<tr>
<td>10 × 6 =</td>
<td>5 × 6 =</td>
</tr>
<tr>
<td>10 × 2 =</td>
<td>5 × 2 =</td>
</tr>
<tr>
<td>10 × 8 =</td>
<td>5 × 8 =</td>
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<tr>
<td>10 × 1 =</td>
<td>5 × 1 =</td>
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<tr>
<td>10 × 10 =</td>
<td>5 × 10 =</td>
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<td>10 × 5 =</td>
<td>5 × 5 =</td>
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<td>10 × 7 =</td>
<td>5 × 7 =</td>
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<tr>
<td>10 × 9 =</td>
<td>5 × 9 =</td>
</tr>
<tr>
<td>10 × 4 =</td>
<td>5 × 4 =</td>
</tr>
</tbody>
</table>

Allow learners multiple opportunities to solve problems that involve adding and subtracting 1s to/from 2-digit numbers. Help them realise that if they add or subtract 1s without bridging the ten, the 10s place does not change. Learners will learn how to use their knowledge of addition and subtraction of 1s to solve problems quickly and efficiently.
WEEK 5 • DAY 1

Adding and subtracting 1s in bigger numbers

   Solve. Use the number line for help.

   \[
   \begin{array}{cccc}
   1 + 3 &=& 4 & 3 + 4 = \boxed{7} & 5 - 1 &=& 4 & 6 - 4 &=& 2 \\
   21 + 3 &=& 24 & 23 + 4 = \boxed{27} & 25 - 1 &=& 24 & 26 - 4 &=& 22 \\
   25 + 3 &=& 28 & 24 + 5 = \boxed{29} & 29 - 3 &=& 26 & 28 - 4 &=& 24 \\
   22 + 8 &= \boxed{30} & 24 + 6 &= \boxed{30} & 28 - 6 &= 22 & 29 - 5 &= 24 \\
   \end{array}
   \]

2. UISizwe unamapetyu angama-29. Uphe umhlbo wakhe asi-7. Mangaphi amapetyu anawo ngoku UISizwe?
   Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?
**IVEKI 5 • USUKU 1**

**Ukudibanisa nokuthabatha oo-1 kumanani amakhulu**

3. **Sombulula. Sebenzisa umgcamanani ukuncede.**
   Solve. Use the number line for help.
   
   | 30 + 4 = ___ | 35 + 3 = ___ | 39 – 3 = ___ | 34 – 3 = ___ |
   | 32 + 5 = ___ | 36 + 3 = ___ | 37 – 4 = ___ | 40 – 6 = ___ |
   | 33 + 5 = ___ | 34 + 6 = ___ | 40 – 4 = ___ | 36 – 4 = ___ |

   Tata Jola had 32 head of cattle. He bought 6 more. How many cows does he have now?

**USanele ubaleke umgama ongangeekhulumilitha ezingama-38 kule nyanga idlulileyo. UEntle ubaleke iikhulumilitha ezingaphantsi ngesi-4. Zingaphi iikhulumilitha azibalekileyo uEntle?**
   Sanele ran 38 kilometres last month. Entle ran 4 kilometres less. How many kms did Entle run?

5. **Sombulula. Sebenzisa umgcamanani ukuncede.**
   Solve. Use the number line for help.
   
   | 40 + 8 = ___ | 45 + 3 = ___ | 49 – 2 = ___ | 48 – 4 = ___ |
   | 44 + 5 = ___ | 46 + 3 = ___ | 50 – 5 = ___ | 49 – 6 = ___ |
   | 43 + 5 = ___ | 43 + 7 = ___ | 50 – 8 = ___ | 48 – 7 = ___ |

**Adding and subtracting 1s in bigger numbers** Week 5 • Day 1 43
Adding and subtracting 1s in bigger numbers

WEEK 5 • DAY 2

IZIBALO ZENTLOKO
MENTAL MATHS

DIBANISA NO THABATHA
ADD AND SUBTRACT

UMDLALO GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA LOKUSEBENZELA WORKSHEETS

1. Masisebenzise umgcamanani ukuze sibale 59 + 3.
   Let’s use the number line to calculate 59 + 3

   If I jump 3 spaces from 59, I land on 62.

3. Singabala njani 59 + 3 ngaphandle kokusebenzisa umgcamanani?
   How can we calculate 59 + 3 without using the number line?

   Let’s use the number line to calculate 64 – 5.

5. Ukuba nditsibela emva izithuba ezi-5 ukusuka ku-64 ndiza kufika ku-59.
   If I jump back 5 spaces from 64, I land on 59.

   I can work it out like this.

Nika abafundi amathuba aliqela okusombulula ingxaki eziquka ukudibanisa nokuthabatha imivo kumanani anemivo emi-2. Banike amathuba okwenza izibalo eziwelela ngaphaya kwe-10 kunye nezo zingaweleli ngaphaya kwe-10.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 1s to/from 2-digit numbers. Give them opportunities to do calculations that bridge 10 as well as those which do not bridge ten.
**IVEKI 5 • USUKU 2**

**Ukudibanisa nokuthabatha oo-1 kumanani amakhulu**

1. **Sombulula. Sebenzisa umgcamanani ukuncede.**
   Solve. Use the number line for help.
   
   \[
   \begin{align*}
   50 + 4 &= &\text{___} \\
   55 + 3 &= &\text{___} \\
   58 - 2 &= &\text{___} \\
   54 - 4 &= &\text{___} \\
   54 + 5 &= &\text{___} \\
   56 + 3 &= &\text{___} \\
   57 - 5 &= &\text{___} \\
   60 - 3 &= &\text{___}
   \end{align*}
   \]

2. **USane ufunde amaphethe angama-57 kule veki iphelileyo. UBella ufunde amaphethe angaphantsi ngesi-4. Mangathi amaphethe afundwe nguBella?**
   Sane read 57 pages last week. Bella read 4 pages less. How many pages did Bella read?

3. **Sombulula. Sebenzisa umgcamanani ukuncede.**
   Solve. Use the number line for help.
   
   \[
   \begin{align*}
   60 + 8 &= &\text{___} \\
   65 + 4 &= &\text{___} \\
   69 - 2 &= &\text{___} \\
   68 - 4 &= &\text{___} \\
   65 + 5 &= &\text{___} \\
   66 + 2 &= &\text{___} \\
   70 - 5 &= &\text{___} \\
   69 - 6 &= &\text{___}
   \end{align*}
   \]
**WEEK 5 • DAY 2**

Adding and subtracting 1s in bigger numbers

---

**4. Sombulula. Sebenzisa umgcamanani ukuncede.**

Solve. Use the number line for help.

| 70 + 5 = ___ | 76 + 3 = ___ | 80 − 3 = ___ | 74 − 3 = ___ |
| 72 + 4 = ___ | 75 + 2 = ___ | 77 − 4 = ___ | 80 − 6 = ___ |
| 75 + 5 = ___ | 74 + 6 = ___ | 80 − 4 = ___ | 76 − 4 = ___ |

---

**5. UTumi uqhuba ibhayisekile yakhe ikholumithi ezingama-98. USam uqhube ikholumithi ezingaphantsi ngesi-5. Uqhube ikholumithi ezingaphantsi uSam?**

Tumi rode her bicycle for 98 kilometres. Sam rode 5 kilometres less. How many kilometres did Sam ride?

**UShona unamapetyu angama-98. Uphe umhlobo wakhe asi-7. Mangaphi amapetyu anawo ngoku?**

Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now?

---

**6. Sombulula. Sebenzisa umgcamanani ukuncede.**

Solve. Use the number line for help.

| 90 + 8 = ___ | 95 + 3 = ___ | 99 − 2 = ___ | 98 − 4 = ___ |
| 94 + 5 = ___ | 96 + 3 = ___ | 100 − 5 = ___ | 99 − 6 = ___ |
| 93 + 5 = ___ | 93 + 7 = ___ | 100 − 8 = ___ | 98 − 7 = ___ |
Phinda la manyathelo ongasentla usebenzise amanani ahlukileyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukusombulula iingxaki eziwelela ngaphaya kwe-10.

Repeat the steps above, using different numbers so that learners have multiple opportunities to practice solving addition problems that bridge 10.
Let’s add more quickly!

1. Bonisa kudityaniswa njani.
   Show how to add.

   26 + 6
   28 + 7
   27 + 6
   25 + 7
   24 + 8
   25 + 8
2. Dibanisa ubonise kumgcamanani.
Add by showing on the number line.

27 + 8

28 + 6

27 + 5

26 + 7

35 + 8

37 + 5

38 + 9

Let’s add more quickly!
Let’s subtract more quickly!

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuze abafundi bafumane amathuba aliqel okuziqhelisa ukusombulula ingxaki zokuthabatha eziwelela ngaphaya kwe-10.

Repeat the steps above, using different numbers so that learners have multiple opportunities to practice solving subtraction problems that bridge 10.
Masithabathe ngokukhawuleza!

1. Bonisa kuthatyathwa njani.
   Show how to subtract.

   32 – 7
   34 – 8
   35 – 7
   33 – 9
   44 – 8
   45 – 8

   Kufuneka nditshabathe ezis-7.
   7 – 2 = 5
   I start at 32. The previous 10 is 30.
   I subtract 2 to visit the 30.
   I have to subtract 7.
   7 – 2 = 5
Let’s subtract more quickly!

**2. Thabatha ngokubonisa kumcgamanani.**
Subtract by showing on the number line.

\[33 - 8\]

\[32 - 6\]

\[34 - 8\]

\[35 - 8\]

\[34 - 7\]

\[33 - 5\]

\[36 - 9\]

Qala ku 30, Rhanga i-10 elidulileyo. Kukude kungakanani kw-i10 elidulileyo? Kufuneke ndi thabathe kungakanani ngaphezulu?
Start at 33. Circle the previous 10. How far to the previous 10? How much more must I subtract?
   Solve. Use the number line for help.

   \[
   \begin{array}{ccc}
   34 + 2 = & 35 + 5 = & 40 - 1 = & 38 - 5 = \\
   30 + 9 = & 33 + 6 = & 39 - 3 = & 37 - 4 = \\
   \end{array}
   \]

2. Sombulula ngokubonisa kumgcamanani.
   Solve by showing on the number line.

   \[
   \begin{array}{ccc}
   28 + 5 = \\
   33 - 7 = \\
   \end{array}
   \]

**Masithethe ngeMaths!**

**Let’s talk Maths!**

- **NgesiXhosa sithi:**
  - Ukudibanisa: iinxaleni ezimbini zenza into enye epheleleyo.
  - Ukudibanisa: amanani amabini ayadibana ukuze enze inani elikhulu.
  - ULwazi ufunda maphepha ali-10.
  - USIndi ufunda maphepha angama-20.
  - Mangaphi amaphepha abawafundileyo edibene?

- **In English we say:**
  - Addition: two parts come together to make the whole.
  - Addition: two numbers come together to make a bigger number.
  - Lwazi reads 10 pages.
  - Sindi reads 20 pages.
  - How many pages do they read altogether?
## WEEK 5 • DAY 5

### Assessment and consolidation

#### Uqukaniso i: Consolidation

1. **Abantwana ba-3, mangaphi amehlo?**
   - 3 children, how many eyes?

2. **Ibhayiselile zi-4, mangaphi amavili?**
   - 4 bicycles, how many wheels?

3. **Abantwana ba-6, zingaphi iindlebe?**
   - 6 children, how many ears?

4. **Abantwana bali-10, zingaphi izandla?**
   - 10 children, how many hands?

5. **Zingaphi iibhotile?**
   - How many bottles?

6. **Zingaphi iliitha?**
   - How many litres?

#### Ilekses enye ixabisa i-R2. Ndiza kubhatala malini:

- One sweet costs R2. How much do I pay for:
  - ngeelekese ezi-3
    - 3 sweets
  - ngeelekese ezi-6
    - 6 sweets
  - ngeelekese ezi-5
    - 5 sweets
  - ngeelekese ezili-10
    - 10 sweets

7. **Zingaphi iingqekembe?**
   - How many coins?

8. **Zingaphi iirandi?**
   - How many Rands?

#### Isiqingatha okanye ihafu:

- **Half:**
  - 10
  - 12
  - 14

- **Phinda kabini:**
  - **11**
  - **13**
  - **15**

#### Ngubani inani?

- What is the number?

<table>
<thead>
<tr>
<th>10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
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</table>

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<th>10</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
Izibalo zentloko:
Imigcamanani
imigcamanani (0 – 20 nengenanto)

Umdlalo: IMath ekhawulezaayo ngamaKhadi ingaphezulu okanye ingaphantsi ngezi-5
amakhadi 0 -20

Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
--- | --- | ---
1 | Ubude | LAB, izandla, ipenisile
2 | Ukulinganisela ubude | LAB
3 | Ukulinganisela ubude | LAB, iibloko
4 | limitha neesentimitha | LAB, iibloko, iteyipu/umtya yokulinganisela
5 | Uqukaniso novavanyo olujolise ekufundeni | LAB

Emva kwale veki umfundikwa akwazi ukwenza oku:
qikelela, linganisela, theleksisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganisela engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.

Uvavanyo

Uvavanyo olubhalwayo: Ubude (umlinganisela)
Bhala phantsi amanqaku afunyenweyo kwali-8 kwiphethshana lamanqaku ekota.

Uvavanyo oluthethwayo no lwenzwiwayo

Ubude

Ubude (umlinganisela)

Bhala phantsi amanqaku afunyenweyo kwali-8 kwiphethshana lamanqaku ekota.

Amanqaku

Ukulinganisela weCAPS
Qwalasela abafundi ukuze uhlole izakhono zabo zokuqikelela, ukulinganisela, ukutheleksisa, ukucwangcisa nokubhala phantsi ubude besebenzisa imilinganiselo engekho mgangathweni neemitha.

Amanqaku 7

Ululu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse

✓ ✗ ●

Ubude

Bhala phantsi amanqaku afunyenweyo kwali-7 kwiphethshana lamanqaku ekota.
## Length

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Length</td>
<td>LAB, hands, pencils</td>
</tr>
<tr>
<td>2</td>
<td>Measuring length</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Measuring length</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Metres and centimetres</td>
<td>LAB, multifix blocks, tape measure</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- estimate, measure, compare, order and record length using non-standard measures as part of informal measuring.
- estimate, measure, compare, order and record length using metres as the standard unit of length.

### Assessment

**Written assessment:** Length (measurement)

Record a mark out of 8 in the term mark sheet.

**Oral and practical assessment**

**CAPS: Measurement**

Activity: Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.

<table>
<thead>
<tr>
<th>Mark 7</th>
</tr>
</thead>
</table>

**Checklist: correct/incorrect/almost**

- Able to speak about length using the words short, tall and long
- Able to speak about length using the words wide and width
- Able to compare lengths using the words shorter and shortest
- Able to compare lengths using the words longer and longest
- Able to estimate lengths using a given unit
- Able to measure lengths using non-standard units
- Able to measure lengths in metres

Record a mark out of 7 (mark) in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veli sigxila ekusebenzeni ngeeyunithi ezingekho mgangathwene ukusebenzisa umahluko ezinga lokusebenzisa iiyunithi ezingekho mgangathwene xa silinganisela ubude. Xa abafundi beyiqonda ingxaki yokusebenzisa iiyunithi ezahlukileyo zokulinganisela ubude, singaqalisa okuvelileyo iyunithi eyinkuncu lokuthanda. Abafundi kufuneka bakwazi ukufunda imilinganisela yeemitha kwaye baqonde ukuba imele ntoni.
  • qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathwene njengenxalenye yokulinganisela okungekho sesiweni.
  • qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyunithi ezisemgangathwene yobude.

Into emayiqatshelwe kule veki
• Isigama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, ubude, iimitha, inde, imfutshane, inde kuna-, imfutshane kuna-.
Mental Maths video
This week we will practice using number lines to solve addition and subtraction problems. Learners will consolidate what they have learnt about adding ones to tens, both with and without bridging the tens. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

Game video
This week we will play the game 1,2,3, Show – difference. When they play with one hand each, learners will subtract using numbers up to 5 and when they play with two hands, they will subtract using numbers up to 10. While some learners may still subtract using their fingers and counting, it is important to encourage learners to work towards solving the problems mentally.

Conceptual development video
This week we focus on working with non-standard units in order to realise the value of using standard units to measure length. Once learners realise the problem of using different units to measure length, we can then move onto introducing the standard unit of a metre. Learners should be able to read measurements given in metres and understand approximately what they represent.
• estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring.
• estimate, measure, compare, order and record length using metres as the standard unit of length.

What to look out for this week
• A non-standard unit is an object that is not normally used for measurement. For example, using hands or feet to measure the length of the classroom. We begin with non-standard units as they are meaningful to the learner and are readily available. It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that means the same to everyone who uses it.
• Important vocabulary: more than, less than, length, metre, long, short, longer, shorter.
Sebenzisa imigcamanani ukuze udibanise kwaye uthabathe.
Use number lines to add and subtract.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Sebenzani ngababini.
Ngubani u-12 + 4?
Work in pairs. What is 12 + 4?

Ndibonise kumgcamanani ukuba usifumene njani isisombululo.
Show me how to find the solution on the number line.

Ukuba nditsiba izithuba ezi-4 ukusukela ku-12, ndifika ku-16.
If I hop 4 places from 12, I get to 16.

Ngubani u-17 – 8?
What is 17 – 8?

Ndibonise kumgcamanani ukuba usifumene njani isisombululo.
Show me how to find the solution on the number line.

Ukuba nditsibela emva izithuba ezisi-8 ukusukela ku-17, ndifika ku-9.
If I hop back 8 places from 17, I get to 9.
Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dibanisa.</strong> Add.</td>
<td><strong>Thabatha.</strong> Subtract.</td>
</tr>
<tr>
<td>37 + 5 =</td>
<td>56 – 9 =</td>
</tr>
<tr>
<td>25 + 8 =</td>
<td>83 – 7 =</td>
</tr>
<tr>
<td>49 + 3 =</td>
<td>65 – 6 =</td>
</tr>
<tr>
<td>68 + 7 =</td>
<td>24 – 5 =</td>
</tr>
<tr>
<td>17 + 7 =</td>
<td>42 – 4 =</td>
</tr>
<tr>
<td>54 + 8 =</td>
<td>36 – 8 =</td>
</tr>
<tr>
<td>29 + 6 =</td>
<td>21 – 6 =</td>
</tr>
<tr>
<td>12 + 9 =</td>
<td>15 – 7 =</td>
</tr>
<tr>
<td>75 + 6 =</td>
<td>73 – 5 =</td>
</tr>
<tr>
<td>88 + 3 =</td>
<td>27 – 9 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dibanisa.</strong> Add.</td>
<td><strong>Thabatha.</strong> Subtract.</td>
</tr>
<tr>
<td>44 + 8 =</td>
<td>43 – 7 =</td>
</tr>
<tr>
<td>67 + 5 =</td>
<td>94 – 5 =</td>
</tr>
<tr>
<td>26 + 6 =</td>
<td>25 – 8 =</td>
</tr>
<tr>
<td>89 + 2 =</td>
<td>61 – 4 =</td>
</tr>
<tr>
<td>58 + 3 =</td>
<td>35 – 7 =</td>
</tr>
<tr>
<td>47 + 7 =</td>
<td>72 – 5 =</td>
</tr>
<tr>
<td>19 + 5 =</td>
<td>86 – 9 =</td>
</tr>
<tr>
<td>35 + 8 =</td>
<td>53 – 5 =</td>
</tr>
<tr>
<td>16 + 6 =</td>
<td>17 – 9 =</td>
</tr>
<tr>
<td>77 + 6 =</td>
<td>22 – 6 =</td>
</tr>
</tbody>
</table>
Singasebenzisa ntoni ukulinganisela ubude bedesika?
What can we use to measure the length of the desk?

Ndingalinganisela ngesandla sam.
I can measure it using my hand.

Idesika yokho inde kangangezandla ezingaphi?
How many hands long is your desk?

Idesika yam inde kangangezandla ezi-6.  
Idesika yam inde kangangezandla eziisi-7. 
My desk is 6 hands long.  
My desk is 7 hands long.

Usebenzise izandla zakho ukulinganisela ubude bedesika yakho. Khawuqikelele ke ngoku ukuba ibhodi inde kungangezandla ezingaphi. 
You have used your hands to measure the length of your desk. Now estimate how many hands long the chalkboard is.

Ibhodi inde kungangezandla ezili-12.  
Uqikelelo lwethu belusondele noko. 
The chalkboard is 12 hands long. 
Our estimation was quite close.

Ndiqikelela ukuba ibhodi ingande kungangezandla ezili-14.  
I estimate the chalkboard is 14 hands long.

Nika abafundi amathuba aliqela okuqikelela nokulinganisela izinto eziseklasini besebenzisa iiyunithi zokulinganisela ezingekho sesikweni ezifana nezandla okanye ipenisile.
Allow the learners multiple opportunities to estimate and measure classroom items using informal units of measurement such as hand or pencils.
WEEK 6 • DAY 1

Length

Umculo: 1, 2, 3 Veza - ukuthabatha
Game: 1, 2, 3 Show - subtraction

- Sebenzani ngababini. Yithi 1, 2, 3 Veza!
  Uze ubonise isandla esi-1 umntu ngamnye.
  Work in pairs. Say 1, 2, 3 Show! Show 1 hand each.
- Thabatha iminwe!
  Subtract the fingers!
- Yithi 1, 2, 3 Veza! Uze ubonise izandla ezi-2 umntu ngamnye.
  Say 1, 2, 3 Show! Show 2 hands each.
- Thabatha iminwe! Khangelu ama-10.
  Subtract the fingers! Look for 10s.
- Hamba kwakhona, ukhawuleze.
  Go again, subtract faster.

1. Dibanisa umgca negama elichanekileyo.
   Join the line to the correct word.

<table>
<thead>
<tr>
<th>mdana</th>
<th>longer</th>
<th>mfutshananana</th>
<th>shorter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mdana</th>
<th>longer</th>
<th>mfutshananana</th>
<th>shorter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Linganisela ubude:
   Measure these lengths:

   Ifesitile inobubanzi obungangeepenisile ezi_____.
   The window is _____ pencils wide.

   Idesika inde kangezandla ezi_____.
   The desk is _____ hands long.

   Ngamanyathelo a_____ ukujikeleza iklasi.
   It takes _____ steps to walk around the classroom.
### Ubude

#### 3. Linganisela ngesandla sakho:

*Use your hand to measure:*

<table>
<thead>
<tr>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>ububanzi bocango.</td>
<td>the width of the door.</td>
</tr>
<tr>
<td>ubude bebhodi.</td>
<td>the length of the board.</td>
</tr>
<tr>
<td>ukuphakama kwesitulo sakho.</td>
<td>the height of your chair.</td>
</tr>
<tr>
<td>ubude bedesika katitshala.</td>
<td>the length of the teacher’s desk.</td>
</tr>
</tbody>
</table>

#### 4. Linganisela ngepenisile yakho:

*Use your pencil to measure:*

<table>
<thead>
<tr>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>ubude bencwadi yakho.</td>
<td>the length of your book.</td>
</tr>
<tr>
<td>ububanzi bedesika yakho.</td>
<td>the width of your desk.</td>
</tr>
<tr>
<td>isihlalo sesitulo sakho.</td>
<td>the seat of your chair.</td>
</tr>
</tbody>
</table>

#### 5. Linganisela ngepenisile yakho:

*Use your feet to measure:*

<table>
<thead>
<tr>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>ubude beklasi.</td>
<td>the length of the classroom.</td>
</tr>
<tr>
<td>ububanzi beklasi.</td>
<td>the width of the classroom.</td>
</tr>
<tr>
<td>ububanzi bopaseji engaphandle kweklasi.</td>
<td>the width of the corridor outside the classroom.</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO
MENTAL MATHS

IMIGCAMANANI 20-40
NUMBER LINES 20-40

UMDHALO GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHENGA LOKUSEBENZELA
WORKSHEETS

Nceda ualinganisele ububanzi beklsi ngokubala inani lamanyathelo owathathayo ukuya kウェ려nge ica]a. Please measure the width of the classroom by counting how many steps you take to get to the other side.

Ingaba ngamanyathelo amangaphi ububanzi bale klasi? How many steps wide is the classroom?

Ncinga ukuba kufuneka senze ntoni ukuze sibe nemilinganiselo echanekileyo? What do you think we need to do to get an accurate measurement?

Kufuneka sisebenzise into efanayo xa silinganisela ubude. We each need to use the same thing to measure the length.

Bafumene iimpendulo ezahlukileyo kuba amanyathelo kaKhwezi makhulu kunakaLindo. They got different answers because Khwezi’s steps are much bigger than Lindo’s steps.

Bakhuthaze abafundi ukuba baqaphele ukuba bafumana imilinganiselo eyahlukileyo xa besebenzisa iiyunithi zemilinganiselo ezingekho sesikweni. Bancede bayibone imfuneko yeyunithi yemilinganiselo esemgangathweni ukuze bakwazi ukuthatha imilinganiselo echanekeleyo.

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.
**Ukulinganisela ubude**

Measuring length

<table>
<thead>
<tr>
<th>Inde kangakanani?</th>
<th>Umlinganiselo measurement</th>
<th>Umlinganiselo measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How long?</strong></td>
<td><img src="image1" alt="Image of 25 centimeters" /></td>
<td><img src="image2" alt="Image of foot" /></td>
</tr>
<tr>
<td></td>
<td><img src="image3" alt="Image of ruler" /></td>
<td><img src="image4" alt="Image of shoe" /></td>
</tr>
<tr>
<td></td>
<td><img src="image5" alt="Image of crayons" /></td>
<td><img src="image6" alt="Image of crayon" /></td>
</tr>
<tr>
<td></td>
<td><img src="image7" alt="Image of table" /></td>
<td><img src="image8" alt="Image of hand" /></td>
</tr>
</tbody>
</table>
### Measuring Length

**Question:** What is the difference?

<table>
<thead>
<tr>
<th>Object</th>
<th>Pencil 1</th>
<th>Pencil 2</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoe</td>
<td><img src="image1.png" alt="Shoe" /></td>
<td><img src="image2.png" alt="Shoe" /></td>
<td><img src="image3.png" alt="Shoe" /></td>
</tr>
<tr>
<td>Table</td>
<td><img src="image4.png" alt="Table" /></td>
<td><img src="image5.png" alt="Table" /></td>
<td><img src="image6.png" alt="Table" /></td>
</tr>
<tr>
<td>Chair</td>
<td><img src="image7.png" alt="Chair" /></td>
<td><img src="image8.png" alt="Chair" /></td>
<td><img src="image9.png" alt="Chair" /></td>
</tr>
<tr>
<td>Arm</td>
<td><img src="image10.png" alt="Arm" /></td>
<td><img src="image11.png" alt="Arm" /></td>
<td><img src="image12.png" alt="Arm" /></td>
</tr>
<tr>
<td>Door</td>
<td><img src="image13.png" alt="Door" /></td>
<td><img src="image14.png" alt="Door" /></td>
<td><img src="image15.png" alt="Door" /></td>
</tr>
</tbody>
</table>

**Explanation:**

- **Shoe:** Use one pencil to measure the length of the shoe. Then, use two pencils to measure the same length. The difference in length can be observed.
- **Table:** Repeat the process with the table. Note the difference in length.
- **Chair:** Measure the length of the chair using one pencil and then two pencils. Record the difference.
- **Arm:** Measure the length of the arm using one pencil and then two pencils. Observe the difference.
- **Door:** Measure the length of the door using one pencil and then two pencils. Notice the difference in measurement.

**Tip:** Always ensure that the pencils are aligned correctly to get accurate measurements.
Provide multiple opportunities for learners to measure with their multifix block tower. Remind them that while the multifix block tower gives more consistent measurements, it is still not a practical measuring tool when measuring longer lengths.
Measuring length

1. Ingaba le nyoka inde khangangebloko ezingaphi?
   How many blocks long is the snake?

<table>
<thead>
<tr>
<th>14</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

56
**Sika irula yenyoka sekugqibeleni kwe ncwadi emazantsi ephepha uze uyisebenzise ukulinganisela imifanekiso.**

Cut out the snake ruler at the back of the book and use it to measure the pictures.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Measuring length**  
Week 6 • Day 3
 Allow learners multiple opportunities to measure items and objects using the tape measure. When learners are comfortable with this, then introduce them to the notion of 1 metre.
IVEKI 6 • USUKU 4
limitha neesentimitha

1 Fakala umbala kwimpendulo echane kileyo.
Colour in the correct answer.

<table>
<thead>
<tr>
<th>Isikhafuthina si-</th>
<th>ngaphantsi kune shorter than</th>
<th>ngaphezulu kune longer than</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lunchbox is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipenisile</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>A pencil is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipal i yefowni</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>A telephone pole is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isiloli sepenisile</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>A sharpener is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ifriji</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>A fridge is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umnwe</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>A finger is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iglu</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>A glue stick is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irabha</td>
<td>ngaphantsi kune shorter than</td>
<td>ngaphezulu kune longer than</td>
</tr>
<tr>
<td>An eraser is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Fakala umbala kumlinganiselo ochanekileyo:
Colour in the correct answer.

<table>
<thead>
<tr>
<th>Obona bude bufutshane ukusika isiqwentshu somtya ngama-</th>
<th>The shortest length to cut a piece of string is</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 cm</td>
<td>30 cm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Owona mgama mde wokuqengqa ipetyu ngama-</th>
<th>The longest distance to roll a marble is</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 cm</td>
<td>90 cm</td>
</tr>
</tbody>
</table>
Estimate and then use your tape measure to measure.

<table>
<thead>
<tr>
<th>uqikelelo estimation</th>
<th>umlinganiselo measurement</th>
<th>Yintoni umlinganiselo? What is the difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 cm</td>
<td>85 cm</td>
<td>5 cm</td>
</tr>
</tbody>
</table>

3. Qikelela uze ulinganise ngeteyiphu yokulinganisela.
Uvavanyo noqukaniso

Jonga imifanekeiso uze uthathe imilinganiselo ngeebloko.

Look at the pictures and measure using blocks.

<table>
<thead>
<tr>
<th>Description</th>
<th>Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoon</td>
<td>ezi-</td>
</tr>
<tr>
<td>Paintbrush</td>
<td>ezi-</td>
</tr>
<tr>
<td>Ball</td>
<td>ezi-</td>
</tr>
</tbody>
</table>

**Masithethe ngeMaths!**

Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ubude</td>
<td>length</td>
</tr>
<tr>
<td>ububanzi</td>
<td>width</td>
</tr>
<tr>
<td>ukuphakama</td>
<td>height</td>
</tr>
<tr>
<td>inde, indana</td>
<td>long, longer</td>
</tr>
<tr>
<td>imfutshane, imfutshanana</td>
<td>short, shorter</td>
</tr>
<tr>
<td>ukulinganisela</td>
<td>measuring</td>
</tr>
<tr>
<td>imitha</td>
<td>metre</td>
</tr>
<tr>
<td>isentimitha</td>
<td>centimetre</td>
</tr>
</tbody>
</table>
Assessment and consolidation

1. Imalunga neebloko ezingaphi ikhowuni yeayisikhrimu?
   About how many blocks long is each ice cream cone?

   - Iibloko ezi-______ blocks
   - Iibloko ezi-______ blocks
   - Iibloko ezi-______ blocks

2. Measure each object in centimeters:
   - Pencil:
   - Nail:
   - Screw:

Assessment and consolidation
Ukudibanisa nokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi akhawulezayo</td>
<td>Amakhadi amanani 0 – 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo:</th>
<th>Iibloko</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cazulula i-12 – epheleleyo, inxalenye, inxalenye</td>
<td>Iibloko</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukusebenzisa itheyibhile zamanani</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha njengomahluko</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**

- ukusebenzisa itheyibhile yamanani ukuze achaze kwaye abhale izivakalisi manani.
- ukusombulula iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo esebenzisa iibloko neetheyibhile zamanani.
- ukuthelekisa amanani ngokubala umahluko.

**Uvavanyo**

**Uvavanyo olubhalwayo:** lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)

Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphethshana lamanqaku ekota.
Addition and subtraction

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Fast cards! Number cards 0 – 20</td>
</tr>
<tr>
<td><strong>Game:</strong> Break 12 - whole, part, part</td>
</tr>
<tr>
<td><strong>Multifix blocks</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using number tables</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Addition word problems</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Subtraction word problems</td>
<td>LAB, multifix blocks</td>
</tr>
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<td>4</td>
<td>Subtraction as difference</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- use a number table to identify and write number sentences.
- solve addition and subtraction word problems quickly and efficiently using multifix blocks and number tables.
- compare numbers by calculating the difference.

**Assessment**

**Written assessment:** Addition and subtraction problems and number sentences (NOR)

Record a mark out of 11 in the term mark sheet.
Ividiyo yezibalo zentloko

Kule veki sigxila kwibhondi zamanani. Utitshala uza kubiza
iani baze abafundi baphakamise amakhadi amanani amabini
anokudithanyisewa ukwenza elo nani kuluulu Iwamanani asuka ku-0
ukuya kuma-20. Abafundi baza kuthetha ngeendibaniselwano
zamanani ezahlukeneyo ezenza inani eliphulelelo. Kubalulekile
ukubo abafundi babe nobuchule ekukhumbuleni ibhondi zamanani
ukuze bakwazi ukusumbulula iingxaki ngokukhawuleza.

Ividiyo yomdlalo

Kulo mdlalo abafundi baza kusebenzisa iiboko ukuze bakhe
amanani ngokukhawuleza kangakango. Abafundi baza kwahlula
iiboko zabo zibe ngamaqela amabini baze babhale amanani
kwitheyibhile yamanani. Abafundi baza kubhala izivakalisi manani
ezahlukileyo zokudibanisa nokuthabatha besebenzisa amanani
akwitheyibhile yamanani. Abafundi baza kusebenzisa iibloko
neetheyibhile zamanani ezahlukileyo zokudibanisa nokuthabatha
besebenzisa amanani akwitheyibhile yamanani. Biza amanani amaninzi
ukuze ubanike ixesha lokuqishela.

Ividiyo yophuhliso lwengqilo

Kwisifundo sekasi yonke kule veki siza kujolisa kudibaniso
nothabatho. Abafundi basebenzisa iiboko neetheyibhile
zamanani ukuze basombulule iingxaki. Abafundi bakwaniwa
amathuba okusombulula iingxaki zamagama kunye nokuziqhelisa
ukuthabatha njengomahluko. Ukusetyenziswa kwitheyibhile
yamanani kuza kuqhubeza nokupuhlisa ukuqonda kwabafundi
ulwalamano lomguqulwa phakathi kokudibanisa nokuthabatha.
Siza kugxila koku:
• ukusebenzisa itheyibhile yamanani ukuze bachaze kwaye
babhale izivakalisi manani.
• ukusombulula iingxaki zamagama zokudibanisa nokuthabatha
ngokukhawuleza ngempumelelo besebenzisa iiboko
neetheyibhile zamanani.
• ukuthalekisa amanani ngokubala umahluko.

Into emayiqatshelwe kule veki

• Uukuthahaza abafundi ukuze bacinge ngolwalamano lwemigqunto phakathi kokudibanisa
nokuthabatha ngokuxoxo oko bakuqaphela xo begqibezele itheyibhile zamanani.
• Ukunceda abafundi bachaze izivakalisi manani ezinokubhalwa besenzisa amanani akwitheyibhile
yamanani.
Addition and subtraction

**Mental Maths video**
This week we focus on number facts. The teacher will call out a number and learners must hold up two number cards that can be added together to make that number in the number range 0-20. Learners will then talk about the different number combinations that make up the total number. It is important for learners to become efficient in recalling number facts so that they can solve problems more quickly.

**Game video**
In this game, learners will use multifix blocks to create a number as quickly as possible. Learners will then break up their multifix blocks into two groups, and then record the numbers in a number table. They will then write different addition and subtraction number sentences using the numbers in the number table. Call out lots of numbers to give them lots of practice.

**Conceptual development video**
In the whole class lessons this week we focus addition and subtraction. Learners use multifix blocks and number tables to solve problems. Learners are also given opportunities to solve word problems, and to practice subtraction as difference. The use of a number table will continue to develop learners’ understanding of the inverse relationship between addition and subtraction. We will focus on:
- using a number table to identify and write number sentences.
- solving addition and subtraction word problems quickly and efficiently using multifix blocks and number tables.
- comparing numbers by calculating the difference.

**What to look out for this week**
- Encourage learners to think about the inverse relationship between addition and subtraction by discussing what they notice when completing the number tables.
- Help learners to identify the different number sentences that can be written using the numbers in the number table.
Ukusebenzisa iitheyibhile zamanani

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza izibini zokudibanisa kuluhlulwamanani 0 – 20.
Practice making addition pairs in the number range 0-20.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Veza amakhadi amabini athi xa uwadibanisile enze ama-20.
Hold up two cards that add up to 20.

Ndine-12 kunye nesi-8.
I have 12 and 8. 12 + 8 = 20.

Ndinesi-5 ne-15.
I have 5 and 15. 5 + 15 = 20.

Phakamisa uveze amakhadi amabini enza i-16 xa edityanisiwe.
Hold up two cards that add up to 16.

Ndine-9 kunye nesi-7.
I have 9 and 7. 9 + 7 = 16.

Ndinesi-4 kunye ne-12.
I have 4 and 12. 4 + 12 = 16.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Ngubani ixesha lamanani?**
What is the digital time?

<table>
<thead>
<tr>
<th>Yintsimbi yesi-3</th>
<th>Licala emva kweyesi-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 o’clock</td>
<td>Half past 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-5</th>
<th>Licala emva kweyesi-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 o’clock</td>
<td>Half past 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyoku-1</th>
<th>Yintsimbi ye-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 1</td>
<td>10 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi ye-11</th>
<th>Licala emva kweyesi-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 o’clock</td>
<td>Half past 8</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Ngubani ixesha lamanani?**
What is the digital time?

<table>
<thead>
<tr>
<th>Yintsimbi yoku-1</th>
<th>Licala emva kweye-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 o’clock</td>
<td>Half past 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-8</th>
<th>Licala emva kweyesi-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 o’clock</td>
<td>Half past 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-5</th>
<th>Yintsimbi ye-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 5</td>
<td>9 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi ye-11</th>
<th>Licala emva kweyesi-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 o’clock</td>
<td>Half past 3</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Bonisa ixesha ewotshini yakho.**
Show the time on your clock.

<table>
<thead>
<tr>
<th>Yintsimbi ye-11</th>
<th>Licala emva kweye-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 o’clock</td>
<td>Half past 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyoku-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-7</th>
<th>Licala emva kweyesi-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 o’clock</td>
<td>Half past 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-6</th>
<th>Yintsimbi yesi-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 6</td>
<td>3 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-4</th>
<th>Licala emva kweyesi-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 o’clock</td>
<td>Half past 8</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Bonisa ixesha ewotshini yakho.**
Show the time on your clock.

<table>
<thead>
<tr>
<th>Yintsimbi ye-9</th>
<th>Licala emva kweye-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 o’clock</td>
<td>Half past 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-6</th>
<th>Licala emva kweyesi-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 o’clock</td>
<td>Half past 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-8</th>
<th>Yintsimbi yesi-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 8</td>
<td>5 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi ye-12</th>
<th>Licala emva kweyesi-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 o’clock</td>
<td>Half past 7</td>
</tr>
</tbody>
</table>
Ukusebenzisa iitheyibhile zamanani

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Yenza incochoyi yeebloko ezingama-20. Bhala 20 phezulu kule theyibhile kuba linan i elipheleleyo.
Make a tower of 20 blocks. We write 20 at the top of the table because it is the whole.

Work in pairs. Break up your 20 tower into 2 parts. Tell me about your 2 parts.

Sahlule ama-20 aba ziinxalenye ezimbini ze-15 nesi-5.
We broke 20 into two parts of 15 and 5.

Sahlule ama-20 aba ziinxalenye ezimbini ze-9 ne-11.
We broke 20 into two parts of 9 and 11.

Ngubani owahlule ama-20 aba ngamanani awahlukileyo kula?
Who broke their 20 tower into a different number combination?

Sine-10 kwinxalenye yokuqala ne-10 kwenye.
We have 10 in the first part and 10 in the other part.

Sine-12 kweyokuqala nesi-8 kweyesibini.
We have 12 in the first part and 8 in the other part.

Phinda la manyathelo angasentla, wahlule iibloko zama-20 zibe ziinxalenye ezahlukeneyo.
Bakhuthaze abafundi bathethe ngetheyibhile yamanani nangendlela abawabhala ngayo amanani kuyo. Bancedise ekuchongeni izivakalisi manani zokudibanisa nokuthabatha ezinokubhalwa ngokusebenzisa le theyibhile yamanani.
Repeat the steps above, breaking the 20 tower into different parts. Encourage learners to talk about the number table and the way they write numbers in the table. Help them to identify the addition and subtraction number sentences that can be written using the number table.
Using number tables

WEEK 7 • DAY 1

Umdlalo: Yahlula i-12 - nenxalenye-nenxalenye-epheleleyo
(Game: Break 12 – part-part-whole)

- Yenza incochoyi ngeetyhubhu ezili-i12.
  Make a tower with 12 cubes.
- Yahlula incochoyi ibe ziinxalenye ezi-2.
  Break the tower into 2 parts.
- Zoba umfanekiso wento nenxalenye-nenxalenye-epheleleyo.
  Draw a part-part-whole picture.
- Bhala izivakalisi manani 2zi-2
  zokudibanisa nezi-2 zokuthabatha.
  Write 2 addition and 2 subtraction number sentences.

1. Gqibezela itheyibhile yamanani.
   Complete the number tables.

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Singacazulana neliphi na inani ibe ngamanani amabini amancini.
Inani elikhulu sithi yinto epheleleyo.
Amanani amancini sithi ziinxalenye.

We can break any number into 2 smaller numbers. We call the big number the whole. We call the smaller numbers the parts.

Sibhala amanani ama-3 kwitheyibhile yamanani.
We write the 3 numbers in a number table.
Ukusebenzisa iitheyibhile zamanani

Ungokwazi ukusebenzisa itheyibhile yamanani ukuze ufumane izivakalisi manani zokudibanisa nezokuthabatha.
You can use a number table to find addition and subtraction number sentences.

<table>
<thead>
<tr>
<th>15</th>
<th>8</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + 7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7 + 8</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**2** Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.
Write 2 addition and 2 subtraction sentences.

<table>
<thead>
<tr>
<th>25</th>
<th>15</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 + 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 + 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>70</th>
<th>50</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 + 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 + 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using number tables

Week 7 • Day 1
Addition word problems

**UPHULISO LWENGQIQO | CONCEPT DEVELOPMENT**

   I have 12 marbles. I find 7 more marbles. How many marbles do I have now?

2. Sombulula le ngxaki usebenzise ibloko zakho, uze uzalise itheyibhile yamanani. Solve the problem using your blocks, and then fill in the number table.

3. Ndifumene amanye amapetyu asi-7. Then I find 7 more marbles.

4. Ngoko ke, ukuba unamapetyu ali-12 namanye asi-7, mangaphi amapetyu onawo ewonke?
   So if you have 12 marbles and 7 marbles, then how many marbles do you have altogether?

   i-12 nesi-7 zenza i-19. Ndinamapetyu ali-19 ewonke.
   12 and 7 equals 19. I have 19 marbles altogether.

Phinda la manyathelo ngezinge ingxaki zokudibanisa. Nika abafundi amathuba aliqela okusombulula ingxaki zamagama zokudibanisa.
Repeat the steps with other addition word problems. Give the learners multiple opportunities to solve addition word problems.
IVEKI 7 • USUKU 2

lingxaki zamagama zokudibanisana

UVuyo ufake amangaku asi-7. UNeo ufake amangaku ama-4. Mangaphi amangaku abawakileyo edibene?
Bonisa inxaleni usebenzise iiboko.
Vuva scored 7 goals. Neo scored 4 goals. How many goals did they score altogether?
Show the problem using blocks.

Kudibaniso, sidibaniso inxaleni ezimbini ukwenza into enye epheleleyo.
In addition, two parts come together to make a whole.

\[
\begin{array}{c}
\text{inxalenyenge part} \\
\hline
\text{amangaku asi-7} \\
7 \text{ goals}
\end{array}
\quad + \quad
\begin{array}{c}
\text{inxalenyenge part} \\
\hline
\text{amangaku ama-4} \\
4 \text{ goals}
\end{array}
= \\
\begin{array}{c}
\text{into epheleleyo whole} \\
\hline
\text{amangaku ali-11} \\
11 \text{ goals}
\end{array}
\]

\[
\begin{array}{c}
\text{ukudibanisa} \\
\hline
\text{addition}
\end{array}
\]

\[
\begin{array}{c|c|c}
\text{inxalenyenge part} & \text{inxalenyenge part} \\
\hline
\hline
11 & 7 & 4
\end{array}
\]

\[
\begin{array}{c}
7 + 4 = 11
\end{array}
\]

1. UNoziz umamapetuyu asi-7. UMu umamapetuyu ama-5.
Mangaphi amamapetuyu abanawo edibene?
Nozi has 7 marbles. Mlu has 5 marbles. How many marbles altogether?

\[
\begin{array}{c}
\text{ukudibanisa} \\
\hline
\text{addition}
\end{array}
\]

USina ufunda iincwadi ezi-6. UMila ufunda iincwadi ezi-5.
Zingaphi iincwadi abazifundileyo zidibene?
Sino read 6 books. Mila read 5 books. How many books did they read altogether?

\[
\begin{array}{c}
\text{ukudibanisa} \\
\hline
\text{addition}
\end{array}
\]
Addition word problems

UOwam ubaleke iikhilomitha ezi-9. UIviwe ubaleke iikhilomitha ezi-5. Zingaphi iikhilomitha abazibalekileyo zidibene?
Owam ran 9 kilometres. Iviwe ran 5 kilometres. How many kilometres did they run altogether?

UTat’ uJola uneenkomo zesiNguni ezisi-7. UTat’ uCina uneenkomo zesiNguni ezi-3. Zingaphi iinkomo zesiNguni abanazo zidibene?
Baba Jola had 7 Nguni cows. Baba Cina had 3 Nguni cows. How many cows altogether?

Gqibeza itheyibhile yamanani.
Complete the number tables.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

Bhala ingxaki yamagama yala manani kwitheyibhile.
Write a word problem for the numbers in the table.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
Phindile la manyathelo ngezinye iingxaki zamagama zokuthabatha. Nika abafundi amatuba aliqela okusombulula iingxaki zamagama zokuthabatha.

Repeat the steps with other subtraction word problems. Give the learners multiple opportunities to solve subtraction word problems.
WEEK 7 • DAY 3

Subtraction word problems

1. UTata uneenkomo ezili-14. Uthengise za-5. Zingaphi iiinkomo anazo ngoku?
   Tata has 14 cows. He sells 5. How many cows does he have now?

   ukuthabatha
   subtraction

   14
   5
   9

   Tata Jola has 12 cows. He sells 3. How many cows does he have now?

   ukuthabatha
   subtraction

   12
   3
   9
ULitha noIna banamapetyu ali-11 edibene. Ulitha unamapetyu ama-5. Mangaphi amapetyu anawo uIna?
Altogether, Litha and Ina have 11 marbles. Litha has 5 marbles. How many marbles does Ina have?

U Ava no-Olu bafunde iincwadi ezili-13 kule kota. UAva ufunde iincwadi ezi-6. Zingaphi iincwadi ezifundwe nguOlu?
Ava and Olu read 13 books this term. Ava read 6 books. How many books did Olu read?

2 Gqibezela le theyibhile yamanani ingasezantsi. Zenzele ingxaki yamagama ngetheyibhile nganye yamanani.
Complete the number tables below. Make up a word problem for each number table.

<table>
<thead>
<tr>
<th>20</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
WEEK 7 • DAY 4

Subtraction as difference

IZIBALO ZENTLOKO
MENTAL MATHS

IIFKETHI ZAMANANI
UKUYA KUMA-20

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

There are 16 learners. There are 12 biscuits. How many more learners are there than biscuits?

Sebenzisa ibloko zakho ukuze uthelekise inani labafundi nenani leebhisikithi.
Use your blocks to compare the number of learners and the number of biscuits.

Zalisa ke ngoku le theyibhile yamanani ukuze ubonise amanani akule ngxaki.
Now fill in the number table to show the numbers in the problem.

Ndinokubhala i-16 ngasentla ndize ndibhale i-12 ngasezantsi.
I would write 16 at the top, and then I’d write 12 below. 12 is one of the parts. The other part is 4.

Xa sithelekisa amanani singathabatha ukuze sifumane ukuba ‘zingaphezulu kangakanani?’
When we compare numbers, we can subtract to work out ‘how many more?’

Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha ezinomahluko. Nika abafundi amathuba aliqela ukuze basombulule iingxaki zamagama zomahluko.
Repeat the steps with difference subtraction word problems. Give the learners multiple opportunities to solve difference word problems.
1. **Kukho amaqhaga ali-9 nezishixo ezisi-7. Zingaphi izishixo ezingekhoyo?**

There are 9 locks and 7 keys. How many keys are missing?

<table>
<thead>
<tr>
<th>inxalenyenye</th>
<th>part</th>
<th>umahluko</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>6</td>
<td>10 - 6 = 4</td>
</tr>
</tbody>
</table>

2. **Kukho iimbiza ezili-13 neziciko ezisi-7. Zingaphi iziciko ezingekhoyo?**

There are 13 pots and 7 lids. How many lids are missing?

<table>
<thead>
<tr>
<th>inxalenyenye</th>
<th>part</th>
<th>umahluko</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>7</td>
<td>13 - 7 = 6</td>
</tr>
</tbody>
</table>
Subtraction as difference

Kukho abafundi abali-15 neorenji ezili-11. Kufuneka iiorenji ezingaphi ngaphezulu ukuze wonke umfundi afumane iorenji enye?
There are 15 learners and 11 oranges. How many more oranges are needed so that all learners get one orange?

Kukho abafundi abali-12 needyasi zemvula ezisi-8. Bangaphi abafundi abangazifumananga iidyasi zemvula?
There are 12 learners and 8 raincoats. How many learners do not get a raincoat?

2 Gqibezele iitheyibhile zamanani.
Complete the number tables.

<table>
<thead>
<tr>
<th>20</th>
<th>15</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>40</td>
</tr>
</tbody>
</table>

3 Bhala ingxaki yamagama ukuze uthelekise amanani aboniswe ngasezantsi.
Write a word problem to compare the numbers shown below.

<table>
<thead>
<tr>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
1. Gqibezela iitiyibhile zamanani.
   Complete the number tables.

   \[
   \begin{array}{cc}
   20 & 5 \\
   30 & 7 \\
   16 & 7 \\
   \end{array}
   \]

2. Kwitheyibhile nganye bhala iisam zokudibanisa ezi-2 nezokuthabatha ezi-2.
   Write 2 addition sums and 2 subtraction sums.

   \[
   \begin{array}{cc}
   35 & 50 \\
   25 & 32 \\
   10 & 18 \\
   \end{array}
   \]

   ukudibanisa : addition
   ukuthabatha : subtraction
   ukudibanisa : addition
   ukuthabatha : subtraction

---

**Masithethe ngeMaths!**

**Let’s talk Maths!**

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inxalenye-inxalenye-epheleleyo</td>
<td>part-part-whole</td>
</tr>
<tr>
<td>Ukudibanisa: sidibanisa iinxalenye ndaweninye.</td>
<td>Addition: we put parts together.</td>
</tr>
<tr>
<td>Siqala ngeinxalenye ezi-2.</td>
<td>We start with 2 parts. We make a whole.</td>
</tr>
<tr>
<td>Senza into epheleleyo.</td>
<td>In English we say:</td>
</tr>
<tr>
<td>Ukuthabatha: siyathatha/siyasusa.</td>
<td>Subtraction: we take away</td>
</tr>
<tr>
<td>Sithatha inxalenye. Kusala enye inxalenye.</td>
<td>We take away a part. We are left with another part.</td>
</tr>
<tr>
<td>Ukuthabatha: sithelekisa inani elikhulu nelinsinci.</td>
<td>Subtraction: we compare a bigger number with a smaller number.</td>
</tr>
<tr>
<td>Siyabuzu “Zingaphi ngaphezulu/ zinini kagakanani?”</td>
<td>We ask “How many more?”</td>
</tr>
<tr>
<td>Siyabuzu “Yintoni umahluko?”</td>
<td>We ask “What is the difference?”</td>
</tr>
</tbody>
</table>
WEEK 7 • DAY 5
Assessment and consolidation

**Uqukaniso | Consolidation**

1. **Ngubani ixesha?**
   What is the time?
   
   [Clock images]

2. **Sombulula.**
   Solve.
   
   55 + 7 = ___  
   59 + 2 = ___  
   63 - 6 = ___  
   65 - 9 = ___

3. **Umbona owojiweyo uxabisa i-R10. Ndiza kubhatala malini:**
   One roasted maize cost R10. How much do I pay for:

   | ngemimbona emi-2 eyojiweyo?  |
   | 2 roasted mealies?            |
   | ngemimbona emi-5 eyojiweyo?  |
   | 5 roasted mealies?            |
   | ngemimbona esi-7 eyojiweyo?  |
   | 7 roasted mealies?            |
   | ngemimbona eli-10 eyojiweyo? |
   | 10 roasted mealies?           |

4. **Bhala isimboli yenani:**
   Write the number symbol.

   | ngamashumi amathandathu anesithoba |
   | sixty-nine                          |
   | ngamashumi asixhenxhe anesithandathu |
   | seventy-six                         |

5. **Isiqingatha okanye ihafu:**
   Half:
   
   15

   | Phinda kabini: |
   |               |
   | 5             |
   | 15            |

Assessment and consolidation  Week 7 • Day 5
# Amaqhezu

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ukucazulula nokwakha</th>
<th>Izikhho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: IMaths ekhawulezayo ngamaKhadi – Isiqingatha</td>
<td>amakhadi amanani 0 – 20</td>
</tr>
</tbody>
</table>

## Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Iziqingatha</td>
<td>LAB, izikwere zamaphepha okanye imicwe yokubonisa iziqingatha (abafundi)</td>
</tr>
<tr>
<td>2</td>
<td>Ikota nezithathu/isinye kwisithathu</td>
<td>LAB, imicwe yamaphepha yokubonisa ikota nezithathu (abafundi)</td>
</tr>
<tr>
<td>3</td>
<td>Isinye kwisihlanu nesinye kwisithandathu</td>
<td>LAB, imicwe yamaphepha yokubonisa izihlanu nezithandathu (abantwana)</td>
</tr>
<tr>
<td>4</td>
<td>Iqhezu lento epheleleyo</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

## Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- ukunakana amaqhezu emifanekisweni.
- ukucazulula nokwakha kwakhona izinto ezipheleleyo.
- ukubhala amaqhezu usebenzise amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu, isinye kwisithandathu.

## Uvavanyo

### Uvavanyo olubhalwayo: lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
# Fractions

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Halves</td>
<td>LAB, paper squares or strips to show halves (learners)</td>
</tr>
<tr>
<td>2</td>
<td>Quarters and thirds</td>
<td>LAB, paper strips to show quarters and thirds (learners)</td>
</tr>
<tr>
<td>3</td>
<td>Fifths and sixths</td>
<td>LAB, paper strips to show fifths and sixths (learners), dice</td>
</tr>
<tr>
<td>4</td>
<td>Fraction of a whole</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- recognise fractions in diagrammatic form.
- deconstruct and reconstruct wholes.
- write fractions using the words half, third, quarter, fifth and sixth.

**Assessment**

**Written assessment:** Addition and subtraction problems and number sentences (NOR)

Record a mark out of 10 in the term mark sheet.
### Ividiyo yezibalo zentloko

### Ividiyo yomdlalo

### Ividiyo yophuhliso lwengqiqo

### Into emayiqatshelwe kule veki
- Kubalulekile ukuba abafundi baqonde ukuba iinxalenye zesiqingatha ezifanayo kufuneka zilingane ngobukhulu.
Mental Maths video
This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into 10s and 1s on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. Encourage learners to break numbers down and to build them up as quickly as possible so that they can develop the ability to solve problems efficiently.

Game video
This week we will play Fast maths with cards – half. In this game we will focus on halving in order to develop learners' recall of number facts. Learners will turn over cards and then quickly halve the number shown on the card. If an odd number is turned over, learners will need to recognise that there will be a remainder left over after halving the odd number.

Conceptual development video
This week we focus on fractions. It is essential that we begin by using concrete aids such as paper to teach fractions. When learners fold or cut paper into different fraction parts, they are able to gain hands-on experience of making fraction parts which gives them better insight into the nature of fractions. In our work on fractions, we will focus on:
- recognising fractions in diagrammatic form.
- deconstructing and reconstructing wholes.
- writing fractions using the words half, third, quarter, fifth and sixth.

What to look out for this week
- Once the learners are able to represent fractions using concrete aids, we move on to pictorial representations. It is important to note that concrete fractions are always parts of a whole. Half a rectangle is not just a half, it is half of the rectangle. It is always relative to the whole.
- It is important for learners to understand that the same fraction parts must be equal in size.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukucazulula nokwakha amanani usebenzise umdlalo othi Fizz Pop.
Consolidate breaking down and building up numbers using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

Fizz Pop – ukucazulula amanani
Let’s play Fizz Pop – breaking down and building up.

1. Fizz
2. Pop
3. 27
4. Ama-20 nesi-7
   20 and 7
5. 42
6. Ama-40 nesi-2
   40 and 2
### Week 8 • Day 1

**Halves**

#### Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Add.</strong></td>
</tr>
<tr>
<td>$33 + 7 = $</td>
<td>$21 + 12 = $</td>
</tr>
<tr>
<td>$35 + 10 = $</td>
<td>$44 + 6 = $</td>
</tr>
<tr>
<td>$12 + 18 = $</td>
<td>$17 + 9 = $</td>
</tr>
<tr>
<td>$14 + 23 = $</td>
<td>$32 + 17 = $</td>
</tr>
<tr>
<td>$31 + 24 = $</td>
<td>$12 + 6 = $</td>
</tr>
<tr>
<td><strong>Subtract.</strong></td>
<td><strong>Subtract.</strong></td>
</tr>
<tr>
<td>$30 - 18 = $</td>
<td>$26 - 9 = $</td>
</tr>
<tr>
<td>$55 - 31 = $</td>
<td>$49 - 17 = $</td>
</tr>
<tr>
<td>$40 - 7 = $</td>
<td>$18 - 6 = $</td>
</tr>
<tr>
<td>$37 - 14 = $</td>
<td>$33 - 12 = $</td>
</tr>
<tr>
<td>$45 - 10 = $</td>
<td>$50 - 6 = $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 kwitheyibhile yamanani. Write 2 addition and 2 subtraction number sentences in the number table.</td>
<td>Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 kwitheyibhile yamanani. Write 2 addition and 2 subtraction number sentences in the number table.</td>
</tr>
<tr>
<td>70</td>
<td>32</td>
</tr>
<tr>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>46</td>
<td>67</td>
</tr>
<tr>
<td>13</td>
<td>33</td>
</tr>
</tbody>
</table>
Bakhuthaze abafundi baqonde ukuba xa into epheleleyo isahlulwa ibe ziinxalenye ezimbini, inxalenye nganye ilingana twatse nenyze. Xa usenza inxalenye ezimbini ezilinganayo kwinto enye epheleleyo, inxalenye nganye ibizwa ngokuba sisiqingatha/yihafu. Bancedise abafundi babone ukuba iphepha okanye imilo ingasongwaba ibe zihihafu ezimile ngokwahlukeneyo.

Encourage learners to recognise that when a whole is divided into two parts, then each part is exactly the same size. When you make two equal parts from one whole, you call each part one half of the whole. Also help learners to see that a page or shape can be folded into different shaped halves.
1 Jonga umfanekiso. Fakela umbala ofanayo kwiziqingatha ezilinganayo.

Look at the picture. Colour the equal halves the same colour.

2 Faka umbala kwiziqingatha semilo nganye eyahlulwe yaziziqingatha.

Colour one half of each shape that is divided into halves.
3. Fakela isiqingatha semilo nganye.
Colour half of each shape.

4. Zoba esinye isiqingatha.
Draw the other half.

5. Treyisa.
Trace.

isiqingatha isiqingatha half half
Quarters and thirds

Yinte epeleleyo le. Songa umcwwe wakho ehafini. Phinda uwusonge ehafini kwakhona. This is a whole. Fold your strip in half. Now fold it in half again.

Sika kungca wokusonga. Ungandixelela ntoni ngezi nxalenye zine? Cut along the fold lines. What can you tell me about the four parts?

Zingaphi iinxalenye ozibonayo? How many parts can you see?

Kukho iinxalenye ezine. There are four parts.

Ndineenxalenye ezi-4 ezilinganaye twatse ngokobukhulu. Ziyalingana enye phezu kwenyenye. I have 4 parts that are the same size. They fit exactly on top of each other.

Xa usenza iinxalenye ezilinganayo kwinto enye epeleleyo, inxalenye nganye iliqhezu yento epeleleyo. Xa usenza iinxalenye ezine ezilinganayo ngenzo enye epeleleyo, inxalenye nganye uyibiza ngokuba yikota yento epeleleyo.

When you make equal parts from one whole, each part is a fraction of the whole. When you make four equal parts from one whole, you call each part one quarter of the whole.

Phinda la manyathelo angasentla ngomcwwe wephepha elibonisa iinxalenye ezi-3 elingasemva kwilAB. Repeat the steps above with a strip of paper that shows 3 parts which is at the back of the LAB.

Yalela abafundi basonge kwimigca echokoziwayo ukuze iinxalenye ezintathu zibonakale ngokucacileyo. Sebenzisa lo mcwe wephepha ukuze uthele ngezithathu. Xa usenza iinxalenye ezilinganayo ezintathu kwinto enye epeleleyo, inxalenye nganye kuthwa sisithathu okanye isinye esithathwini sento epeleleyo.

Ask learners to fold on the dotted lines so that the three parts are clearly visible. Use this strip of paper to introduce and talk about thirds. When you make three equal parts from one whole, you call each part one third of the whole.
1. Fakela umbala kwikota enye yemilo nganye eyahlulwe yaziikota.

Colour one quarter of each shape that is divided into quarters.

2. Fakela umbala kwikota enye yeqela ngalinye lezilwanyana.

Colour in one quarter of each group of animals.

3. Treyisa.

Trace:

ikota ikota quarter quarter
4. Fakela umbala kwisithathu seemilo.
   Colour in a third of the shapes.

5. Fakela umbala kwisithathu semilo nganye eyahlulwe yazizithathu.
   Colour one third of each shape that is divided into thirds.

6. Treyisa.
   Trace.

   isithathu isithathu third third

Quarters and thirds
IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – CAZULULA!
FIZZ POP – BREAK!

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Zingaphi iinxalenye ozibonayo?
   How many parts can you see?

2. Kukho iinxalenye ezintandathu.
   There are six parts.

3. Treyisa uze usike kwimigca yokusonga.
   Ungandixelela ntoni ngeenxalenye zakho?
   Cut along the fold lines. What can you tell me about your parts?

4. Ndineziqwenga ezi-6 ezilingana twatse.
   I have 6 pieces that are exactly the same size.

5. Xa usenza iinxalenye ezilinganayo kwinto enye, inxalenye nganye liqhezu lento epheleleayo.
   When you make equal parts from one whole, each part is a fraction of the whole.


Repeat the steps above with the strip of paper that shows 5 parts. Ask learners to trace and fold on the dotted lines so that the five parts are clearly visible. Use this strip of paper to introduce fifths. When you make five equal parts from one whole, you call each part one fifth of the whole.
Day 3 Fifths and sixths

1. Fakela umbala kwisinye sesihlanu.
   Colour in one fifth.

2. Fakela umbala kwisinye sesithandathu.
   Colour in one sixth.

   Complete.

   Inxaleny e___ yeenxaleny eezilinganayo ezi____.
   ____ part of ____ equal parts.

   Inxaleny e___ yeenxaleny eezilinganayo ezi____.
   ____ part of ____ equal parts.

4. Treyisa.
   Trace.

   isihlanu isihlanu fifth fifth
   isithandathu isithandathu sixth
Umdlalo: Amaqhezu
Game: Fractions
- Phosa idayisi uze uhambise isibalislisi sakho. Roll the dice and move your counter.
- Biza igama leqhezu. Say the name of the fraction.
- Phosa idayisi kwakhona ukuba ulichanile. Roll again if you get it right.

Amagama angundoqo
Key words
isiqingatha esinje
one half
esinje esithathwini
one third
esinje kwisine/ikota
one fourth
esinje kwisihanu
one fifth
esinje kwisithandathu
one sixth

Dlalani kwakhona. Kweli tyeli libhaleni igama leqhezu. Play again. This time write the name of the fraction.

Fifths and sixths
Fractions of a whole

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Jonga iimilo zakho uze undixelele ukuba leliphi iqhezu olibonayo.
Look at your shapes and tell me what fractions you can see.

Naka abafundi ithuba lokufakela umbala kwinxalenye enye kwimilo nganye baze baconge kwaye baxoxe ngazo. Iziqingatha (unxantathu), izithathu (isangqa) ikota (isikwere), izihlanu (irekthengile) kunye nezithandathu (iheksagoni).

Allow learners time to colour in one part in each of the shapes and identify and discuss them. Halves (triangle), thirds (circle), quarters (square), fifths (rectangle) and sixths (hexagon).

Jonga kuzo zonke iimilo. Ungazixela zonke inxalenye zamaqhezu?
Look at all of the shapes. Can you name all the fraction parts?

Sisinye kwisithathu.
This is one third.

Bhala amagama amaqhezu azo zonke iimilo.
Write the names of the fraction parts for all of the shapes.

Wazi njani ukuba leliphi iqhezu?
How do you know what fraction is what?

Naka abafundi ixesha lokuthetha ngamaqhezu ahlukileyo abawabonayo. Kwimilo nganye, bakugqiba ukufakela imibala, bacele ukuba balela kwinxalenye zamaqhezu kwaye bathethe ngokuba bawachonga njani amaqhezu lawo.

Allow learners time to talk about the different fractions that they see. After they have coloured the parts of each shape, ask them to point to the fraction parts and talk about how they know now to identify them.
Amaqhezu ento epheleleyo

1. Treyisa. Faka umbala kumalungu.
   
   Trace. Colour the parts.

   - isithathu third
   - ikota quarter
   - isiqingatha half
   - isithandathu sixth
   - isiuhlanu fifth
Fractions of a whole

2 Fakela umbala kwinxalenye enye. Treyisa igama leqhezu.
Colour one part. Trace the name of the fraction.

- isiqingatha esinye
  one half

- isinye esithathwini
  one third

- ikota enye
  one quarter

- isinye kwisihlanu
  one fifth

- isinye kwisithandathu
  one sixth

Xa ndisahlulela abantwana aba-2 ilofu yesonka, umntwana ngamnje ufumana isiqingatha selofu.
When I share 1 loaf between 2 children, one child gets one half.
Uvavanyo noqukaniso

1. Thiya iqhezu igama.
   Name the fraction.
   
   
   
   

2. Rhangqa imifanekiso ebonisa isiqingatha.
   Circle the pictures that show half.
   
   
   
   
   
   

Masithethe ngeMaths!
Let’s talk Maths!

**NgesiXhosa sithi:**

- Isiqingatha esinye
- Inxalenyenye gezi-2 ezilinganayo
- Isinye esithathwini
- Inxalenyenye gezi-3 ezilinganayo
- Ikote enye
- Inxalenyenye gezi-4 ezilinganayo
- Isinye kwiishahlu
- Isinye kwiwishandathu

**In English we say:**

- One half
- One of 2 equal parts
- One third
- One of 3 equal parts
- One quarter
- One of 4 equal parts
- One fifth
- One sixth
Zalisa izikhewu. Bhala igama leqhezu.

Fill in the blanks. Write the fraction name.

\[
\begin{array}{ccc}
\text{Inxaleny e-} & \text{yeenxaleny ezi-} & \text{ezilinganayo.} \\
\text{___ part of ___ equal parts.}
\end{array}
\]

\[
\begin{array}{ccc}
\text{Inxaleny e-} & \text{yeenxaleny ezi-} & \text{ezilinganayo.} \\
\text{___ part of ___ equal parts.}
\end{array}
\]

\[
\begin{array}{ccc}
\text{Inxaleny e-} & \text{yeenxaleny ezi-} & \text{ezilinganayo.} \\
\text{___ part of ___ equal parts.}
\end{array}
\]

\[
\begin{array}{ccc}
\text{Inxaleny e-} & \text{yeenxaleny ezi-} & \text{ezilinganayo.} \\
\text{___ part of ___ equal parts.}
\end{array}
\]

\[
\begin{array}{ccc}
\text{Inxaleny e-} & \text{yeenxaleny ezi-} & \text{ezilinganayo.} \\
\text{___ part of ___ equal parts.}
\end{array}
\]
Ulwabiwo Iwesahlulo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ukwahlula kubini</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Ulwabiwo!</th>
<th>iibloko</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ulwabiwo phakathi kwaba-2</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ulwabiwo olunentsalela</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ulwabiwo phakathi kwaba-3</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ulwabiwo phakathi kwaba-4</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ukusombulula nokucacisa izisombululo zeengxaki ezenziwayo eziquka ulwabiwo olulinganayo neempendulo ezinokuba neentsalela.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uvavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akukho vavanyo lusesikweni kule veki.</td>
</tr>
<tr>
<td>Kufuneka ubaqaphele abafundi eklasini yakho imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhube kayo olungekho sesikweni olujolise ekufundeni.</td>
</tr>
</tbody>
</table>
Sharing division

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharing between 2</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Sharing with a remainder</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>3</td>
<td>Sharing among 3</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Sharing among 4</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Resources**

- **Mental Maths**: *Fizz Pop – halving*
- **Game**: *Sharing!*

**Resources**

- none
- *multifix blocks*

**After this week the learner should be able to:**

solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.

**Assessment**

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Ividiyo yezibalo zentloko


Ividiyo yomdlalo


Ividiyo yophuhliso lwengqiqo

Kule veki sigxila ekwahluleni phakathi kwezi-2, ezi-3 nezi-4. Abafundi baza kunikwa amathuba okwaba ibloko, nokubhala besebenzisa imifanekiso. Abafundi baza kusebenza ngamanani abanokuwahlula ngokulinganayo, kwaye baza kuxoxa akunakwenziwa xa kukho intsalela. Kumsebenzi wethu siza kujolisa koku:
• ukusombulula iingxaki eziquka ulwabiwo olusenokuba nentsalela. Kolu hlobo lolwahlulo, izinto zahi kwenani elinkweyo labantu (umzekelo) kwaye abafundi kufuneka bafumanise ukuba zingaphi izinto ezabiwayo aya kuzifumana umntu ngmanye.

Into emayiqatshelwe kule veki

Kubalulekile ukunika abafundi ixesha lokuxoxa ngokuba bazahlula njani ibloko zabo, nokucinza ngokuba benze ntoni na ngeentsalela. Nceda abafundi baqonde ukuba intsalela iyekwa iphelele okanye ingahlulwaba ibe ziinxalenye ezingamaqhezu.
Mental Maths video
This week we will play Fizz Pop again. We will focus on halving, encouraging learners to halve numbers as an efficient calculation strategy. Whilst it is easier to halve even numbers, it is important that learners also practice halving odd numbers. Due to the fact that odd numbers will have a remainder, it is necessary to be prepared for additional conversations about these types of problems.

Game video
This week we will play Sharing! using multifix blocks. Learners should imagine each block is a sweet. The teacher calls a number. The learners must share the sweets equally between 2 learners. Ask them: ‘How many does each learner get?’ ‘How many are left over?’ This game develops learners’ ability to share a given number of items into two parts – it lays the foundation for halving.

Conceptual development video
This week we focus on sharing among 2, 3 and 4. Learners will be given opportunities to share multifix blocks and to record using diagrams. Learners will work with numbers that they can share equally, and they will also discuss what could be done when there is a remainder. In our work on sharing, we will focus on:
• solving problems involving sharing with the possibility of a remainder. In this kind of division, objects are divided among a given number of people (for example) and learners have to find out how many items being shared each person will get.

What to look out for this week
It is important to allow learners time to discuss how they share their multifix blocks, and to think about what they should do with any remainders. Help learners to realise that a remainder can be left as a whole, or that it can be split into fractional parts.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukwahlula kubini usebenzise umdlalo othi Fizz Pop.
Consolidate halving using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Fizz Pop – ukwahlula kubini!
Fizz Pop – halving!

Fizz Pop – Fizz

Pop

50

25

80

40

vette 9 • usuku 1
ulwabiwo phakathi kwaba-2
Enrichment activities • Imisetyenzana yokutyebisa

Usuku 1 Day 1
Fakela umbala.
Colour.

- isinye kwisithandathu
  one sixth
- ikota enye
  one quarter
- isiqingatha esinye
  one half
- isinye kwisihlanu
  one fifth
- isinye kwisithathu
  one third

Usuku 2 Day 2
Fakela umbala.
Colour.

- isinye kwisithathu
  one third
- isinye kwisihlanu
  one fifth
- isiqingatha esinye
  one half
- isinye kwisithandathu
  one sixth
- ikota enye
  one quarter
- isiqingatha esinye
  one half

Usuku 3 Day 3
Fakela umbala.
Colour.

- ikota enye
  one quarter
- isinye kwisithandathu
  one sixth
- isiqingatha esinye
  one half
- isinye kwisihlanu
  one fifth
- isiqingatha esinye
  one half
- isinye kwisithathu
  one third

Usuku 4 Day 4
Fakela umbala.
Colour.

- isinye kwisithandathu
  one sixth
- isiqingatha esinye
  one half
- isinye kwisihlanu
  one fifth
- isiqingatha esinye
  one third
- isinye kwisihlanu
  one fifth
- ikota enye
  one quarter
Ulwabiwo phakathi kwaba-2

Phinda la manyathelo ngamanye amanani anokwahlulwa phakathi kwabantu ababini.
Repeat the steps with other numbers that can be shared equally between two people.
**WEEK 9 • DAY 1**

**Sharing between 2**

- **Yenzani ngathi ibloko nganye yilekese!**
  Imagine each block is a sweet!

- **Utitshala wakho ubiza inani.**
  Your teacher calls a number.

- **Yaba ilekese ngokulinganayo hakathi kwabafundi aba-2.**
  Share the sweets equally between 2 learners.

- **Ufumana ezingaphi umfundi ngamnye?**
  How many does each learner get?

- **Kushiyiye ezingaphi?**
  How many are left over?

---

**Umdlalo: Ulwabiwo!**

**Game: Sharing!**

- **Ileleke ezi-10**
  10 sweets

  6 ÷ 2 = 3

  Xa sisaba ilekese ezi-10 phakathi kwabafundi aba-2, emnye ufumana isiqingatha.
  When we share 10 sweets between 2 learners, each learner receives half.

- **Ileleke ezi-6**
  6 sweets

  6 ÷ 2 = 3

  Isi-6 esahlulwe ka-2 senza isi-3.
  Ndinika uVuyo ilekese enye, ndize ndinike enye uCebu nPhysi ndizabze zonke ilekese.
  6 shared between 2 equals 3.
  I give one sweet to Vuyo, and one to Cebu until I share all the sweets.

- **Ileleke ezingama-60**
  60 sweets

  60 ÷ 2 = 30

  Ama-60 abhulewa aba-2 ngama-30.
  Ndinika uVuyo ilekese ezi-10, ndinike uCebu ezi-10 ndide ndizabze zonke ilekese ezingama-60.
  Ndicinga ngokwama-10.
  60 shared between 2 equals 30.
  I give 10 sweets to Vuyo, and 10 to Cebu until I share all 60 sweets. I think in 10s.
Yabela abafundi aba-2 iilekese ngokulinganayo. Uza kufumana iilekese ezingaphi umfundzi ngamnye?
Share sweets equally between 2 learners. How many sweets does each learner get?

Ndabela abafundi ababini iilekese ezi-4 ngokulinganayo. Isiqingatha seelekese ezi-4 ziilekese ezi-2. I share 4 sweets equally between 2 learners. Half of 4 sweets is 2 sweets.

4 ÷ 2 = __

2 ÷ 2 = __

10 ÷ 2 = ___

20 ÷ 2 = ___

18 ÷ 2 = ___

26 ÷ 2 = ___

40 ÷ 2 = ___

80 ÷ 2 = ___

14 ÷ 2 = ___
Day 2 Sharing with a remainder

**IZIBALO ZENTLOKO**
MENTAL MATHS

**FIZZ POP – UKWAHLULA KUBINI!**
FIZZ POP – HALVING!

**UMDLALO GAME**

**UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT**

**AMAPHEPHA LOKUSEBENZELA WORKSHEETS**

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Ukuba wahlula ibbloko ezingama-23 phakathi kwabantu aba-2, baza kufumana ibbloko ezingaphi emnye?
If you share 23 blocks between 2 people, how many blocks will each person get?

Umntu ngamnye ufumana ibbloko ezili-11, kushiyeke enye.
Each person can get 11 blocks but we have one left over.

Zoba umfanekiso ubonise ukuba uzahlule njani ibbloko ezingama-23 phakathi kwabantu aba-2.
Do a drawing to show how you shared 23 blocks between 2 people.

Ndingahlula ama-10 nemivo, ndize ndibeke eshiyekileyo emgceni ukubonisa ukuba umntu ngamnye uza kufumana isiqingatha.
I can share the 10s and the 1s and put the left over one on the line to show that each person will get half.

Sesiphi isivakalisi manani esinokusibhala sibonise indlela esahlule ngayo ama-23 phakathi kwabantu aba-2?
What number sentence can we write to show how 23 is shared between 2 people?

23 ÷ 2 = 11 kushiyeka e-1 and one left over

**IZIBALO ZENTLOKO**
MENTAL MATHS

Phinda la manyathelo ngamanye amanani anentsalela xa kusahluleliwa abantu ababini.
Repeat the steps with other numbers that have a remainder when shared between two people.

**IZIBALO ZENTLOKO**
MENTAL MATHS
1. Yabela abafundi aba-2 ngokulinganayo. Ufumana ezingaphi umfundlani ngamnye?

Ulwabiwo olunentsalela

Ezinye izinto zinokwuhlulwa kubini. Saba ngokwuhlulwa ehafini (kubini)
Ndabelo abafundi aba-2 ngokulinganayo ama-apile ama-5. Umfundlani ngamnye ufumana ama-apile ama-2 anesiqingatha/anehafu.

Some things can be cut in half. We can share by cutting in half!

I share 5 apples equally between 2 learners.

Each learner receives 2 and a half apples.

Kukho izinto ezingenakho ukwuhlulwa kubini.
Xo sisahlula maxa wambi kubakho into eshiyekayo.


Some things cannot be cut in half. When we share, sometimes we have some left over.

I share 5 marbles equally between 2 learners.

Each learner receives 2 marbles.

There is one marble left over.

15 ÷ 2 = _________

15 ÷ 2 = _________

15 ÷ 2 = _________

Share equally between 2 learners. How many does each learner receive? Draw to solve.

19 ÷ 2 = ___ nesiqingatha esi-1
19 ÷ 2 = 9 and 1 half

19 ÷ 2 = ___ nentsela e-1
19 ÷ 2 = 9 and 1 left over

7 ÷ 2 = ______
7 ÷ 2 = ______

11 ÷ 2 = ______
11 ÷ 2 = ______

21 ÷ 2 = ______
21 ÷ 2 = ______

There are 15 biscuits. Share the biscuits between 3 friends. How many biscuits will each friend get? Will there be any biscuits left over?

Umhlobo ngamnye uza kufumana iibhisikithi ezi-5. Each friend will get 5 biscuits.


There are 20 marbles. Share the marbles between 3 friends. How many marbles will each friend get? Will there be any marbles left over?

Umhlobo ngamnye uza kufumana amapetyu ama-6 kwaye kuza kushiyeka amapetyu ama-2.

Each friend will get 6 marbles and there will be 2 left over.


Repeat the steps with other sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make sure learners talk about what can be done with remainders so that learners realise that they can’t be ignored.
1. Yabela abafundi abantu-3 ilekese ngokulinganayo. Zingaphi ilekese eziza kufunyana ngumfundi ngamnye?

Share sweets equally among 3 learners. How many sweets does each learner get?

<table>
<thead>
<tr>
<th>Ilekese Ezili-12</th>
<th>Ilekese Ezili-3</th>
<th>Ilekese Ezili-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>12 sweets&lt;sup&gt;12 ÷ 3 = 4&lt;/sup&gt;</td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>3 ÷ 3 = ___</td>
<td>6 ÷ 3 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ilekese Ezili-9</th>
<th>Ilekese Ezili-15</th>
<th>Ilekese Ezili-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>9 sweets&lt;sup&gt;9 ÷ 3 = ___&lt;/sup&gt;</td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>15 ÷ 3 = ___</td>
<td>18 ÷ 3 = ___</td>
</tr>
</tbody>
</table>
2 Yabela iingxowa ezi-3 amapetyu ngokulinganayo.

Share marbles equally between 3 bags.

### amapetyu ali-15
- 15 marbles

<table>
<thead>
<tr>
<th>15 ÷ 3 = \text{5}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kushiyeka amangaphi? \text{0}</td>
</tr>
<tr>
<td>How many left over? \text{0}</td>
</tr>
</tbody>
</table>

### amapetyu ali-17
- 17 marbles

<table>
<thead>
<tr>
<th>17 ÷ 3 = \text{5}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kushiyeka amangaphi? \text{2}</td>
</tr>
<tr>
<td>How many left over? \text{2}</td>
</tr>
</tbody>
</table>

### amapetyu ama-6
- 6 marbles

<table>
<thead>
<tr>
<th>6 ÷ 3 = \text{2}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kushiyeka amangaphi? \text{___}</td>
</tr>
<tr>
<td>How many left over? \text{___}</td>
</tr>
</tbody>
</table>

### amapetyu asi-7
- 7 marbles

<table>
<thead>
<tr>
<th>7 ÷ 3 = \text{2}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kushiyeka amangaphi? \text{___}</td>
</tr>
<tr>
<td>How many left over? \text{___}</td>
</tr>
</tbody>
</table>

### amapetyu ali-13
- 13 marbles

<table>
<thead>
<tr>
<th>13 ÷ 3 = \text{4}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kushiyeka amangaphi? \text{___}</td>
</tr>
<tr>
<td>How many left over? \text{___}</td>
</tr>
</tbody>
</table>

### amapetyu ali-12
- 12 marbles

<table>
<thead>
<tr>
<th>12 ÷ 3 = \text{4}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kushiyeka amangaphi? \text{___}</td>
</tr>
<tr>
<td>How many left over? \text{___}</td>
</tr>
</tbody>
</table>
Kukho iintyatyambo ezili-12. Yabela abahlolo aba-4 iintyatyambo. Uza kufumana iintyatyambo ezingaphi umhlombo ngamnye? Ingaba ziza kubakho ezishiyekayo?

There are 12 flowers. Share the flowers between 4 friends. How many flowers will each friend get? Will there be any flowers left over?

Umhlombo ngamnye uza kufumana iintyatyambo ezi-3.
Each friend will get 3 flowers.

Kukho iipenisile ezingama-27. Yaba iipenisile phakathi kwabahlolo aba-4. Zingaphi iipenisile eziza kufunyanwa ngumhlombo ngamnye? Ingaba kukho iipenisile eziza kushiyeka?

There are 27 pencils. Share the pencils between 4 friends. How many pencils will each friend get? Will there be any pencils left over?

Umhlombo ngamnye uza kufumana iipenisile ezi-6 kwaye kushiyeka ezi-3.
Each friend will get 6 pencils and there will be 3 left over.


Repeat the steps with other sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make sure learners talk about what can be done with remainders so that learners realise that they can’t be ignored.
IVEKI 9 • USUKU 4
Ulwabiwo phakathi kwaba-4

1 Yahlula iilekese ezili-12 ngokulinganayo phakathi kwabafundi aba-4.
Share 12 sweets equally between 4 learners.

\[ 12 \div 4 = 3 \]

Yahlula iilekese ezili-16 pahakathi kwabafundi aba-4.
Share 16 sweets equally between 4 learners.

\[ 16 \div 4 = \_ \_ \_ \]

Yahlula ama-apile angama-20 phakathi kwabafundi aba-4.
Share 20 apples equally between 4 learners.

\[ 20 \div 4 = \_ \_ \_ \]

Ndabela abafundi aba-4 iilekese ezili-12, ngoko ke ndizoba izangqa ezi-4. Emva koko ndahlula ngokulinganayo.
I share 12 sweets among 4 learners, so I draw 4 circles.
Then I share the 12 sweets equally.
2. Yahlula ngokulinganayo amapetyu asi-8 phakathi kwabafundi aba-4.
Share 8 marbles equally between 4 learners.

\[
8 \div 4 = 2 \text{ kusala } 0.
\]

8 \div 4 = 2 with 0 left over.

Ukhumbule, xa sisaba ngokulinganayo maxa wambi, kubokho amapetyu ashiyekayo.
Remember, when we share equally sometimes we have some left over.

Yahlula ngokulinganayo amapetyu ali-10 phakathi kwabafundi aba-4.
Share 10 marbles equally among 4 learners.

\[
10 \div 4 = \text{____ kusala ___.}
\]

10 \div 4 = \text{____ with _____ left over.}

Yahlula ngokulinganayo amapetyu ali-13 phakathi kwabafundi aba-3.
Share 13 marbles equally among 3 learners.

\[
13 \div 3 = \text{___ kusala ___.}
\]

13 \div 3 = \text{___ with ____ left over.}

Yahlula ngokulinganayo amapetyu ali-16 phakathi kwabafundi aba-5.
Share 16 marbles equally among 5 learners.

\[
16 \div 5 = \text{____ kusala _____.}
\]

16 \div 5 = \text{____ with ____ left over.}
IVEKI 9 • USUKU 5

Uqukaniso

**Masithethe ngeMaths!**

**Let’s talk Maths!**

**NgesiXhosa sithi:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>yaba</td>
<td>share</td>
</tr>
<tr>
<td>yahlula</td>
<td>divide</td>
</tr>
<tr>
<td>Yabela abafundi aba-2 ama-apile ama-5.</td>
<td>Share 5 apples between 2 learners.</td>
</tr>
<tr>
<td>Umfundli ngamnye ufumana ama-2 anesiqingatha.</td>
<td>Each learner receives 2 and a half.</td>
</tr>
<tr>
<td>Yabela abafundi aba-2 amapetyu ama-5.</td>
<td>Share 5 marbles between 2 learners.</td>
</tr>
<tr>
<td>Umfundli ngamnye ufumana ama-2.</td>
<td>Each learner receives 2.</td>
</tr>
<tr>
<td>Kushyeza ehlume.</td>
<td>There is one left over.</td>
</tr>
<tr>
<td>Yahlula u-5 ngo-2.</td>
<td>Divide 5 by 2.</td>
</tr>
</tbody>
</table>

**In English we say:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>

**Consolidation**

1. Yahlula ngokulinganayo amapetyu ali-11 phakathi kwabafundi abâ-4.
   Share 11 marbles equally between 4 learners.

   \[
   11 \div 4 = \_\_\_\_\_\_\_ kusala \_\_.
   \]
   \[
   11 \div 4 = \_\_\_\_\_\_\_ \text{with} \_\_\_\_\_\_\_ left over.
   \]

2. Yahlula ngokulinganayo amapetyu ali-12 phakathi kwabafundi abâ-4.
   Share 12 marbles equally between 4 learners.

   \[
   12 \div 4 = \_\_\_\_\_\_\_ kusala \_\_.
   \]
   \[
   12 \div 4 = \_\_\_\_\_\_\_ \text{with} \_\_\_\_\_\_\_ left over.
   \]
2. How many pizzas?

<table>
<thead>
<tr>
<th>Pizza 1</th>
<th>Pizza 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="pizza1.png" alt="Pizza" /></td>
<td><img src="pizza2.png" alt="Pizza" /></td>
</tr>
</tbody>
</table>

Extend by counting in 5s.

<table>
<thead>
<tr>
<th>50</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Solve the following:

<table>
<thead>
<tr>
<th>58 - 5 =</th>
<th>34 - 5 =</th>
<th>39 - 4 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 + 5</td>
<td>35 - 7</td>
<td>44 - 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36 + 30 =</th>
<th>42 + 30 =</th>
<th>2 + 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 - 20 =</td>
<td>72 - 30 =</td>
<td>91 - 40 =</td>
</tr>
</tbody>
</table>

5. Complete the tables:

<table>
<thead>
<tr>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

6. Multiply the numbers:

<table>
<thead>
<tr>
<th>2 x 4 =</th>
<th>2 x 5 =</th>
<th>2 x 10 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 x 2</td>
<td>5 x 3</td>
<td>5 x 5</td>
</tr>
</tbody>
</table>

7. Isiqingatha okanye ihafu:

<table>
<thead>
<tr>
<th>9</th>
<th>18</th>
</tr>
</thead>
</table>

| 9 | 18 |

Phinda kabini:

| 9 | 18 |

| 9 | 18 |

Consolidation Week 9 • Day 5
Uhlaziyo

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imiguqulwa</td>
<td>azikho</td>
</tr>
<tr>
<td>IMaths ekhawulezayo</td>
<td>idayisi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 nemivo</td>
<td>LAB, oonotsheluza (ilfadikhadi)</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha ukuya kw-100</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphinda kabini nokwahlula kubini</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Amaqela ezi-5 nama-10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Amaqhezu no lwabiwo</td>
<td>LAB, idayisi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- ukusebenzisa amachokoza nemizobo ukuze ubonise amanani njengama-10 nemivo.
- ukunakana ukufana phakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
- ukuphinda kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50.
- ukusebenzisa ukubala ngokuqakathwa ngokuphindaphinda ngesi-5 nange-10.
- ukunakana amaqhezu emifanekisweni nokubhala amaqhezu usebenzisa amagama athi, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.
- ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka ulwabiwo olulinganayo oluneziphumo ezineentsalela.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye utathethe amanqaku njengenxalenye yavavanyo oluqhubekayo olungekho sesiikweni olujolise ekufundeni.
Revision

<table>
<thead>
<tr>
<th>Mental Maths: Inverse operations</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game: Fast maths with dice: – multiply!</td>
<td>dice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10s and 1s</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>2</td>
<td>Adding and subtracting up to 100</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Double and half</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Groups of 5 and 10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Fractions and sharing</td>
<td>LAB, dice</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- use dots and simplified drawings to represent numbers as 10s and 1s.
- recognise the similarities between adding and subtracting ones and adding and subtracting tens.
- double and halve numbers between 0 and 5.
- use skip counting to multiply by 5 and 10.
- recognise fractions in diagrammatic form and write fractions using the words half, third, quarter, fifth and sixth.
- solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo
• ngoSuku loku-1 – phindaphinda ngesi-2
• ngoSuku lwesi-2 – phindaphinda ngesi-2
• ngoSuku lwesi-3 – phindaphinda ngesi-5
• ngoSuku lwesi-4 – phindaphinda nge-10

Kubalulekile ukuba abafundi bakwazi ukusombulula ingxaki ezilula ngempumelelo kuba oku kwenza kubekho isiseko esomeleleyo seengxaki ezinzima ezinokubakho kamva.
Revision

**Mental Maths video**
This week we will practice writing addition and subtraction number sentences. We will use a number table to help learners identify the inverse relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table.

**Game video**
The games this week are all about multiplication. Every day we play a multiplication game to practice different multiples. We will play *Fast maths with dice: multiply by 2*. The learners will multiply by 2, 5 and 10:
- Day 1 – multiply by 2
- Day 2 – multiply by 2
- Day 3 – multiply by 5
- Day 4 – multiply by 10.

It is important for learners to be able to solve simple problems efficiently because this provides a solid foundation for more difficult problems later on.
**Uhlaziyo**

Kule veki sihlaziya iingqiqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule nangempumelelo. Siza kujolisa koku:

### Usuku 1

Ukusebenzisa amachokoza nemizobo ukubonisa amanani njengama-10 nemivo (oo-1).

### Usuku 2

Ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

### Usuku 3

Ukuphinda kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50.

### Usuku 4

Ukusebenzisa ukubala okuqakathayo ukuze uphindaphinde ngesi-5 nange-10.

### Usuku 5

- Ukunakana amaqhezu emifanekisweni kunye nokubhala amaqhezu usebenzisa magama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.
- Ukusombulula nokucacisa izisombululo kwilingxaki ezenziwayo eziquka ulwabiwo olulingnayo oluneziphumo ezineentsalela.
This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using dots and simplified drawings to represent numbers as 10s and 1s.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognising the similarities between adding and subtracting ones and adding and subtracting tens.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doubling and halving numbers between 0 and 50.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using skip counting to multiply by 5 and 10.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
</tr>
</thead>
</table>
| • Recognising fractions in diagrammatic form and writing fractions using the words half, third, quarter, fifth and sixth.  
• Solving and explaining solutions to practical problems that involve equal sharing with answers that can include remainders. |
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukubhala izivakalisi manani zokudibanisa nezokuthabatha usebenzise itheyibhile yamanani.

Practice writing addition and subtraction number sentences using a number table.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

Jonga amanani akwitheyibhile yamanani. Look at the numbers in the number table.

Write 2 addition number sentences using the numbers in the table.

12 + 23 = 35
23 + 12 = 35

Bhala izivakalisi manani zokudibanisa usebenzise itheyibhile yamanani.

Now write 2 subtraction number sentences.

35 – 12 = 23
35 – 23 = 12

Masenze esinye!
Now let’s do another one!
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Yabela aba-2. Ikhona intsalela?**
Share between 2. Is there a left over?

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 ÷ 2</td>
<td>12</td>
</tr>
<tr>
<td>15 ÷ 2</td>
<td>7</td>
</tr>
<tr>
<td>12 ÷ 2</td>
<td>6</td>
</tr>
<tr>
<td>6 ÷ 2</td>
<td>3</td>
</tr>
<tr>
<td>9 ÷ 2</td>
<td>4</td>
</tr>
<tr>
<td>13 ÷ 2</td>
<td>6</td>
</tr>
<tr>
<td>27 ÷ 2</td>
<td>13</td>
</tr>
<tr>
<td>30 ÷ 2</td>
<td>15</td>
</tr>
<tr>
<td>11 ÷ 2</td>
<td>5</td>
</tr>
<tr>
<td>28 ÷ 2</td>
<td>14</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Yabela aba-3. Ikhona intsalela?**
Share among 3. Is there a left over?

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 ÷ 3</td>
<td>10</td>
</tr>
<tr>
<td>12 ÷ 3</td>
<td>4</td>
</tr>
<tr>
<td>21 ÷ 3</td>
<td>7</td>
</tr>
<tr>
<td>11 ÷ 3</td>
<td>3</td>
</tr>
<tr>
<td>6 ÷ 3</td>
<td>2</td>
</tr>
<tr>
<td>25 ÷ 3</td>
<td>8</td>
</tr>
<tr>
<td>15 ÷ 3</td>
<td>5</td>
</tr>
<tr>
<td>10 ÷ 3</td>
<td>3</td>
</tr>
<tr>
<td>18 ÷ 3</td>
<td>6</td>
</tr>
<tr>
<td>27 ÷ 3</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Yabela aba-4. Ikhona intsalela?**
Share among 4. Is there a left over?

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 ÷ 4</td>
<td>4</td>
</tr>
<tr>
<td>8 ÷ 4</td>
<td>2</td>
</tr>
<tr>
<td>19 ÷ 4</td>
<td>4</td>
</tr>
<tr>
<td>24 ÷ 4</td>
<td>6</td>
</tr>
<tr>
<td>12 ÷ 4</td>
<td>3</td>
</tr>
<tr>
<td>15 ÷ 4</td>
<td>3</td>
</tr>
<tr>
<td>20 ÷ 4</td>
<td>5</td>
</tr>
<tr>
<td>13 ÷ 4</td>
<td>3</td>
</tr>
<tr>
<td>28 ÷ 4</td>
<td>7</td>
</tr>
<tr>
<td>32 ÷ 4</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Yaba. Ikhona intsalela?**
Share. Is there a left over?

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 ÷ 2</td>
<td>10</td>
</tr>
<tr>
<td>9 ÷ 3</td>
<td>3</td>
</tr>
<tr>
<td>20 ÷ 4</td>
<td>5</td>
</tr>
<tr>
<td>7 ÷ 2</td>
<td>3</td>
</tr>
<tr>
<td>11 ÷ 3</td>
<td>3</td>
</tr>
<tr>
<td>17 ÷ 4</td>
<td>4</td>
</tr>
<tr>
<td>15 ÷ 2</td>
<td>7</td>
</tr>
<tr>
<td>21 ÷ 3</td>
<td>7</td>
</tr>
<tr>
<td>12 ÷ 4</td>
<td>3</td>
</tr>
<tr>
<td>24 ÷ 2</td>
<td>12</td>
</tr>
</tbody>
</table>
Ama-10 nemivo

IVEKI 10 • USUKU 1

Umdlalo: iMaths ekhawulezayo ngedayisi - phindaphinda ngo-2
Game: Fast maths with dice – multiply by 2

- Phosa idayisi.
  Roll a dice.
- Phindaphinda inani ka-2. Phinda kwakhona. Khawulezisa!
  Multiply the number by 2. Do it again. Faster!
- Dlala umdlalo phindaphinda ngo-2, ngo-5 nano-10 kule veki.
  Play multiply by 2, 5 and 10 this week!

   Draw 10 to show 10. Draw 1 to show 1.

   57

   57 =

   73

   73 =

2. Sombulula!
   Solve!

   10 + ___ = 19  20 + ___ = 25  30 + ___ = 37
   Draw 10 to show 10. Draw 1 to show 1.

   47 = __________
   47 = ________

   52 = __________
   52 = ________

   38 = __________
   38 = ________

4. Cazulula ngokwama-10 nemivo.
   Break down into 10s and 1s.

   28 = __________  
   28 = ________  

   59 = __________  
   59 = ________  

   43 = __________  
   43 = ________  

   84 = __________  
   84 = ________  

10s and 1s Week 10 • Day 1
1 Sombululali Sebenzisa iibloko zakho.
Solve! Use your blocks.

| 4 + 4 = ___ | 5 + 3 = ___ | 4 + 5 = ___ |
| 40 + 40 = ___ | 50 + 30 = ___ | 40 + 50 = ___ |
| 8 – 3 = ___ | 9 – 6 = ___ | 10 – 3 = ___ |
| 80 – 30 = ___ | 90 – 60 = ___ | 100 – 30 = ___ |

2 Ukusombululali usebenzisa umgcamanani.
Solve using the number line.

56 – 20 = ___

78 – 30 = ___

3 Sombululali usebenzise itheyibhile yamanani.
Solve using the number table.

USonke ufunde amaphepha angama-25 ngeholide. UEmma ufunde amaphepha angama-20 ngaphezu kwamaphepha afundwe nguSonke. Mangaphi amaphepha afundwe nguEmma?

Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?
### WEEK 10 • DAY 2

#### Adding and subtracting up to 100

**Sombulula.

Solve.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41 + 5 = ___</td>
<td>65 + 5 = ___</td>
<td>47 − 5 = ___</td>
<td>60 − 4 = ___</td>
<td></td>
</tr>
<tr>
<td>36 + 4 = ___</td>
<td>57 + 4 = ___</td>
<td>69 − 4 = ___</td>
<td>50 − 2 = ___</td>
<td></td>
</tr>
<tr>
<td>52 + 7 = ___</td>
<td>72 + 6 = ___</td>
<td>58 − 6 = ___</td>
<td>70 − 3 = ___</td>
<td></td>
</tr>
</tbody>
</table>

**USane ubaleke iikhomitha ezingama-32 kwiveki ephelileyo. UMilisa ubaleke iikhomitha ezi-4 ngaphantsi. Zingaphi iikhomitha ezbalekwe nguMilisa?**

Sane ran 32 kilometres last week. Milisa ran 4 less. How many kilometres did Milisa run?

**UNoni ughube iikhomitha ezingama-51. Uphinde waqhuba ezi-5 ngaphenzulu. Zingaphi iikhomitha aziqhubileyo zidibene?**

Noni has driven 51 kilometres. She drives 5 kilometres more. How many kilometres has she driven altogether?

---

**Sombulula. Sebenzisa umgcamanani ukuncede.**

Solve. Use the number line for help.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>56 + 4 = ___</td>
<td>48 + 5 = ___</td>
<td>60 − 4 = ___</td>
<td>52 − 5 = ___</td>
<td></td>
</tr>
<tr>
<td>46 + 7 = ___</td>
<td>45 + 7 = ___</td>
<td>50 − 6 = ___</td>
<td>53 − 7 = ___</td>
<td></td>
</tr>
</tbody>
</table>

**USis’ Ntombi uthengise amaqebengwana angama-42. Uphinde wathengiswa asi-7 ngaphenzulu. Mangaphi amaqebengwana awathengisileyo ewonke?**

Sis Ntombi sold 42 scones. She sells 7 more. How many scones does she sell altogether?

**ULwazi unee-R60. Uthenga ama-apile nge-R8. Unamalini eshiyekileyo?**

Lwazi has R60. He buys apples for R8. How much money does he have left?
Phinda kabini uze wahlule kubini

1. Ndahlulela abafundi aba-2 ngokulinganayo. Leliphi iqhezu elifunyanwa ngumfundi ngamnye?
   I share equally between 2 learners. How many does each learner get?

   | Yahlula kabini: |
   | Half of:       |
   | 4              | 14  |
   | 10             | 20  |
   | 50             | 100 |

2. Phinda kabini
   Double
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. Phinda kabini
   isi-5
   Double 5
   Isi-5 esiphindwe kabini li-___.
   Double 5 is ____.

   Phinda kabini
   i-15
   Double 15
   I-15 eliphindwe kabini lenza ama___.
   Double 15 is ____.

   Phinda kabini
   ama-25
   Double 25
   Ama-25 aphindwe kabini enza ama___.
   Double 25 is ____.
Double and half

<table>
<thead>
<tr>
<th>Abafundi</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Amehlo |   |   |   |   |   |   |   |   |   |    |
| Eyes   |   |   |   |   |   |   |   |   |   |    |

<table>
<thead>
<tr>
<th>Abafundi</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Iminwe e- fingers |   |   |   |   |   |   |   |   |   |    |

5 Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
Calculate. Use your fingers to keep track!

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 3 =</td>
<td>2 × 5 =</td>
<td>2 × 6 =</td>
<td>2 × 2 =</td>
</tr>
<tr>
<td>2 × 1 =</td>
<td>2 × 4 =</td>
<td>2 × 8 =</td>
<td>2 × 10 =</td>
</tr>
</tbody>
</table>

6 Ilekese enye ixabisisa i-R2. Ndziya kubhatala malini:
One sweet costs R2. How much do I pay for:

<table>
<thead>
<tr>
<th>Ngelele kese ezi-5</th>
<th>Ngelele kese ezi-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 sweets</td>
<td>6 sweets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ngelele kese ezi-8</th>
<th>Ngelele kese ezili-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 sweets</td>
<td>10 sweets</td>
</tr>
</tbody>
</table>
### Amaqela ezi-5 nama-10

1. **Zingaphi iiemele?**
   - How many buckets?
   - How many litres?

2. **Zingaphi iliitha?**
   - How many buckets?
   - How many litres?

<table>
<thead>
<tr>
<th>Iiemele zi-3, zingaphi iliitha?</th>
<th>Iiemele zi-6, zingaphi iliitha?</th>
<th>Iiemele zi-4, zingaphi iliitha?</th>
<th>Iiemele zili-10, zingaphi iliitha?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 buckets, how many litres?</td>
<td>6 buckets, how many litres?</td>
<td>4 buckets, how many litres?</td>
<td>10 buckets, how many litres?</td>
</tr>
</tbody>
</table>

2. **Bala. Sebenzisa iminwe yakho ukuze uqinisekise!**
   - Calculate. Use your fingers to keep track!

   | 10 × 3 = ___ | 10 × 5 = ___ | 10 × 6 = ___ | 10 × 2 = ___ |
   | 10 × 1 = ___ | 10 × 4 = ___ | 10 × 8 = ___ | 10 × 10 = ___ |

3. **Ijusi enye ixabisa iR10. Ndiza kubhatala malini:**
   - One juice costs R10. What do I pay for:

<table>
<thead>
<tr>
<th>ngeejusi ezi-3?</th>
<th>ngeejusi ezi-5?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 juices?</td>
<td>5 juices?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ngeejusi ezi-6?</th>
<th>ngeejusi ezili-11?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 juices?</td>
<td>11 juices?</td>
</tr>
</tbody>
</table>
Groups of 5 and 10

4

<table>
<thead>
<tr>
<th>Zingaphi iingxowa?</th>
<th>How many bags?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangaphi ama-apile?</td>
<td>How many apples?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iingxowa?</th>
<th>How many bags?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangaphi ama-apile?</td>
<td>How many apples?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inxowa ezi-4, mangaphi ama-apile?</th>
<th>4 bags, how many apples?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inxowa ezi-6 mangaphi ama-apile?</td>
<td>6 bags, how many apples?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inxowa ezi-5, mangaphi ama-apile?</th>
<th>5 bags, how many apples?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inxowa ezi-10, mangaphi ama-apile?</td>
<td>10 bags, how many apples?</td>
</tr>
</tbody>
</table>

5

Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
Calculate. Use your fingers to keep track!

<table>
<thead>
<tr>
<th>$5 \times 3 = ____$</th>
<th>$5 \times 5 = _____$</th>
<th>$5 \times 6 = _____$</th>
<th>$5 \times 2 = _____$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 \times 1 = _____$</td>
<td>$5 \times 4 = ______$</td>
<td>$5 \times 8 = _______$</td>
<td>$5 \times 10 = _________$</td>
</tr>
</tbody>
</table>

6

Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
Calculate. Use your fingers to keep track!

<table>
<thead>
<tr>
<th>Zingaphi izi-5 kuma-20?</th>
<th>How many 5s in 20?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi izi-5 kuma-25?</td>
<td>How many 5s in 25?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi izi-5 kuma-30?</th>
<th>How many 5s in 30?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi izi-5 kuma-50?</td>
<td>How many 5s in 50?</td>
</tr>
</tbody>
</table>
Amaqhezu nolwabiwo

**Amagama angundoqo**

Key words
- isiqingatha esinye one half
- isinye esithathwini one third
- isinye kwiisine/ikota one fourth
- isinye kwiisihlanu one fifth
- isinye kwathandathu one sixth

- Dlala nomhlobo wakho.
  Tshintshiselanani ngokugala.
  Play with a friend. Take turns going first.
- Phosa idayisi uze uhambise isibisali sakho.
  Roll the dice and move your counter.
- Biza igama leqhezu.
  Say the name of the fraction.
- Phosa idayisi kwakhona ukuba ulechaniile.
  Roll again if you get it right.

**Dlalani kwakhona.**

Kweli tyeli libhaheni igama leqhezu.
Play again
This time write the name of the fraction.
   Share equally between 2 learners. How many does each learner receive? Draw to solve.

\[
\begin{array}{c|c}
\text{q} & \text{q} \\
\hline
\end{array}
\]

\[
\begin{align*}
q \div 2 &= \underline{} \\
q + 2 &= \underline{}
\end{align*}
\]

\[
\begin{align*}
q \div 2 &= \underline{} \\
q + 2 &= \underline{}
\end{align*}
\]

\[
\begin{array}{c|c}
\text{7} & \text{7} \\
\hline
\end{array}
\]

\[
\begin{align*}
7 \div 2 &= \underline{} \\
7 + 2 &= \underline{}
\end{align*}
\]

\[
\begin{align*}
7 \div 2 &= \underline{} \\
7 + 2 &= \underline{}
\end{align*}
\]

\[
\begin{array}{c|c}
\text{11} & \text{11} \\
\hline
\end{array}
\]

\[
\begin{align*}
11 \div 2 &= \underline{} \\
11 + 2 &= \underline{}
\end{align*}
\]

\[
\begin{align*}
11 \div 2 &= \underline{} \\
11 + 2 &= \underline{}
\end{align*}
\]

2. Yahlula la mapetyu alandelayo. Ufumana amapetyu amangaphi umfundi ngamnye? Mangaphi ashiyekileyo?
   Share the marbles. How many marbles does each learner get? How many left over?

| Yabela abafundi aba-3 amapetyu ama-10. | i-____ nentsalela e-___
| Share 10 marbles among 3 children.     | ___ and ___ left over.
|                                          |                     |
| Yabela abafundi aba-4 amapetyu ama-10.  | i-____ nentsalela e-___
| Share 10 marbles among 4 children.      | ___ and ___ left over.
<p>| | |
|                                          |                     |</p>
<table>
<thead>
<tr>
<th>Amanani 0–19 : Numbers 0–19</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>58</td>
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<tr>
<td>59</td>
</tr>
</tbody>
</table>
Imicwe yamaqhezu/Fraction strips

- **Izithathu** Thirds

- **Izihlanu** Fifths

- **Izithandathu** Sixths
Irula yenyoka /Snake ruler